DOCUMENT RESUME

ED 247 371 CE 037 578

AUTHOR	Scott, Joyce; And Others
TITLE	Making It Work. An In-Service Training Program for Vocational Educators. Module I. "Conquering Your Dropout Woes." Strategies for Retaining Students in Vocational High Schools. Trainer's Manual and Participant's Manual.
INSTITUTION	Nellum (A.L.) and Associates, Braintree, MA.
SPONS AGENCY	Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.
PUB DATE	Apr 83
NOTE	424p.; For Modules II and III, see CE 037 579-580.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC17 Plus Postage.
DESCRIPTORS	Behavioral Objectives; Classroom Techniques; Conferences; Counseling Techniques; Disabilities; *Dropout Characteristics; *Dropout Prevention; Dropouts; Individual Differences; *Inservice Teacher Education; Instructional Materials; Learning Activities; Learning Modules; Mainstreaming; Nontraditional Education; Peer Influence; Postsecondary Education; *Potential Dropouts; Professional Continuing Education; Program Development; Program Implementation; Referral; School Counseling; *School Holding Power; Student Attitudes; Student Behavior; Student Characteristics; Student Evaluation; Student Needs; Teacher Role; *Vocational Education; Vocational Education Teachers
IDENTIFIERS	*Special Needs Students

ABSTRACT

This module, the first in a three-volume series, deals with dropout prevention, and is organized in two parts: a trainer's manual and a participant's resource manual. It is designed for inservice training of teachers, counselors, and administrators in vocational schools. Addressed in the individual chapters of the trainer's module are the following topics: acknowledging student differences and enhancing individual growth, understanding and working with priority students, and planning and implementing a student retention program. Each section contains goals, objectives, a list of required materials, transparency masters, exercises, a teaching script, and handouts. Appended to the trainer's manual are a report on the participation of priority populations in vocational education, guidelines for identifying attitudes and behaviors, procedures for counseling priority students, techniques for mainstreaming handicapped students in vocational education, an examination of the participation of boys and girls in nontraditional training programs, suggestions for using peer aides as a resource for improving retention, guidelines for using conferences to help meet student needs, directions for referring students to other professionals, and a bibliography. The participant's manual, for use by trainees, contains introductory material; a section on planning inservice programs; self-assessment guides for teachers, counselors, and administrators; handout material to accompany the trainer's manual; visuals; and a list of resource materials. (MN)

ED247371

MODULE I

MAKING IT WORK

AN IN-SERVICE TRAINING PROGRAM FOR VOCATIONAL EDUCATORS

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April, 1983

Trainer's Manual

CE037578

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MODULE I

"Conquering Your Dropout Woes"

Strategies for Retaining Students in Vocational High Schools

ACKNOWLEDGEMENTS

This project could not have been successfully completed without the assistance of a number of people. One group of individuals to whom special thanks is owed is the Advisory Group for the Vocational Education Inservice Training Project whose members have provided guidance, direction and focus to ensure that the training modules would be beneficial to vocational school staff. The men and women of this body have willingly contributed their time and expertise and we are extremely grateful for their contributions. Our sincere thanks is extended to Ben Monfredo, George Luoto, Jan Tkaczyk, Alan Hurwitz, Lucille Hayes, Shirley McLean (also a trainer for the pilot tests), Thomas King, William Collins, Henrietta Attles, Bob Lawrence (also a trainer for the pilot tests), Matilda Rouillard, Sidney Snegg, and Bruce Stokes. Thanks also goes to Bob Sakakeeny who trained the materials during the pilot tests.

The needs assessment and pilot testing phase of the project provided us an opportunity to speak with vocational educators around the state. Our appreciation goes to Walter Stanton, Putnam Vocational School; Nick Ventrice, Dean Vocational; George Fowler, Bay Path Regional; Dave Sampson, Upper Cape Cod Regional; Charles Pieterse, Tantasqua Vocational; and Louis Gleason, Greater Lawrence Regional and their staffs for cooperating with us in both the needs assessment and pilot testing activities. Thanks also to the staff of the Vocational Education Curriculum Resource Center in Lexington for assisting us in the identification of literature that helped us to organize the training material.

We are especially appreciative of the assistance given by the project officer, Elaine Cadigan, Educational Equity Coordinator from the Massachusetts Department of Education, Division of Occupational Education.

Lastly, we wish to thank our colleagues at A. L. Nellum and Associates for their cooperation and assistance on this project. Our thanks to Diana Staples and Carole Pickard for their many hours of typing drafts and coordinating the production of the materials; to Joanne Stalker, ALNA's graphic artist who designed the graphics for Making It Work; and to Robert Leaver for applying his creativity and enthusiasm in designing and conducting our Advisory Group meetings.

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INTRODUCTION

INTRODUCTION

Understanding the Problem

A major priority in education today, and certainly in vocational education, is to develop ways to respond more effectively to the educational needs of special populations. This group includes the handicapped, economically and educationally disadvantaged persons, men/women in nontraditional occupations, bilinguals, those with limited English proficiency, the gifted and talented, and minority groups such as Blacks, Hispanics, Asians, American Indians, and Appalachians.

Children and adults, males and females, who are educationally or economically disadvantaged, culturally different, or handicapped may not be deriving full benefit from the formal educational process either in academic or vocational programs. Many students with special needs leave school each year without the necessary skills to be productive members of our society. Of the special needs groups in school, relatively few receive adequate training for employment.

Teachers, counselors, parents, volunteers, paraprofessionals, and administrators could better prepare students through strategies which encourage access to a wider number and variety of vocational programs. Additional assistance and services should be extended to vocational programs in order to do the job. Performance levels would increase, and special people could compete more effectively on the job market.

All educators must be aware of five essential components of every student's growing and learning process. Anyone who works directly with or influences a student in any way must be prepared to respond to the student's

- basic physical needs
- psychological needs
- requirements for basic educational skills
- basic survival skills
- career development needs

For special students, these five universal needs are often difficult to meet because of physical, psychological, educational, and economic barriers. There are effective strategies for meeting those needs; in some cases, creative strategies or new approaches to existing strategies may need to be devised. In vocational programs, the success of any strategy depends upon the characteristics of the special group to which it is applied. Legislative and federal sources as well as non-governmental research groups categorize special populations in the following manner:

Minorities

- Black Americans
- Hispanics
  - Mexican Americans
  - Puerto Ricans
  - Cubans
  - Latin Americans
- American Indians
  - Including Alaskan Natives or Aleuts
  - Hawaiians
- Appalachian Whites
- Asian Americans

Disadvantaged

Persons who have academic or economic handicaps, and who require special services and assistance in order to complete vocational education programs.

Handicapped

Persons who are

- mentally retarded
- hard of hearing
- deaf
- speech impaired
- visually handicapped
- emotionally disturbed
- orthopedically impaired
- otherwise health impaired who have specific learning disabilities, and who, by reason of the above,

1. require special educational and related services
2. cannot succeed in a regular vocational education program without special educational assistance; or
3. require a modified vocational education program.

Gifted and Talented

Those persons of great intellectual ability who demonstrate a high level of creative thinking, psychomotor ability, and special aptitude.

Limited English Proficiency

Those individuals who are linguistically different, or whose English-speaking ability is restricted by their environment.

These definitions should clarify the unique characteristics of each special group.

Success also depends on how well teachers, counselors, and administrators relate and respond to the needs of priority students. Each of these people plays a special role and has certain responsibilities in helping the student learner to succeed in the vocational program.

TEACHERS

Vocational teachers play a major role in the social/educational process as providers of services to assist students to fully develop their personal and vocational potential. This can be accomplished through

- assessing the student's needs
    - -to determine appropriate classroom placement
    - -to develop a viable instructional program
    - -to identify opportunities and barriers to the student's success
- providing information to students concerning
    - -qualifications, educational requirements, salary, expectations, and projected job openings in various occupations
    - -assessment of personal interests and aptitudes
    - -work experience opportunities
    - -opportunities for selecting non-traditional occupations
- support services
- survival skills that improve
    - -work attitudes
    - -social and personal behavior
    - -employability
    - -ability to interact with peers, employers, teachers, and parents
- continuous evaluation of and feedback to students on their talents and abilities

Teachers work with students on a continuing basis. They are the one constant link in the educational chain. The positive or negative attitude the student assumes can be attributed to the attitude of a classroom climate set by the teacher.

COUNSELORS

The counselor must be responsive to priority students. The counselor functions as collaborator, interviewer, coordinator, and "all-around friend" to the special student. Counselors

- relate career information
- ensure valid and continuous assessment
- recruit into non-traditional classes
- maintain linkages with community organizations that work with priority students
- arrange for resource speakers and workshops

- provide supportive counseling at critical times
- assist with job development and job placement

Counselors working with priority students should develop and maintain good personal relationships. Devotion and caring are two characteristics that are most beneficial. The counselor must work with parents as well as school staff to make them aware of their feelings toward the person with different needs. The counselor must show how negative feelings may unintentionally reinforce a student's negative self-concept and how positive attitudes reinforce positive self-concepts.

Counselors' functions are many and varied, but the role they play is crucial to the development and happiness of priority students.

ADMINISTRATORS

The administrator provides necessary leadership in organizing and implementing the school program. The critical services the administrator offers to the staff include:

- organized planning and promotion of and participation in preservice and inservice activities designed to improve competencies of instructional and support staff
- analyzing curriculum content, technical information, and other related subject matter
- assisting special instructional staff and support service staff in the selection of facilities, equipment, and instructional materials
- evaluating program and instructional materials; identifying strengths and weaknesses within the operating system
- advocating the role and importance of vocational education for special needs subpopulations in economic development and community growth
- establishing linkages with business, industry, labor, and the community defined broadly to include employers and the agriculture, health and service industries, both public and private, as well as advisory groups representative of those organizations which promote the concerns of special needs subpopulations

Advisory committees should be called upon to assist the administrator. They can participate in

- planning development activities
- providing advice on administrative functions such as
  -budgeting
  -accounting
  -financing
- supporting special bond issues or tax levies to provide equipment and supplies to improve programs

The local administrator must have the support of the community, business, labor, industry, parents, and staff to discharge effectively the responsibilities of managing the vocational education system. The administrator as advocate and implementor can strengthen the responsiveness of the educational system to the special needs learner.

Effective schools require planned coordination between instructional supervision and staff development. The importance of a comprehensive system of instructional supervision has been consistently upheld in the research (Forehand, Ragosta and Rock, 1976; Lieberman and Miller, 1981; Whitmore, Melching and Frederickson, 1972; Kruse, 1976; Moore and Schaut, 1976; System Development Corporation, 1980). A comprehensive program linking instructional supervision to staff development utilizes classroom observation both to help identify staff development needs and to evaluate the impact of staff development programs.

Research indicates that staff training is a key factor in both equity and excellence in education. There is considerable evidence that training staff in learning theory, in instructional and counseling strategies, and in how bias and discrimination may operate in their disciplines and in the classroom has a strongly positive effect on student achievment (Whitmore, Melching and Frederickson, 1972; ESEA Title III Project, 1974; Acland, 1975; Moore and Schaut, 1976; Kruse, 1976; Chow, Rice and Whitmore, 1976; U.S. Commission on Civil Rights, 1976; Redman, 1977; Hillman and Davenport, 1977; Carney, 1979, a, b, c, d).

Based on these studies we can make the following recommendations for staff development:

- A policy mandating and supporting a long-term system-wide program of inservice education and follow-up to train staff in implementing equity in all aspects of educational development (curriculum materials, access to courses, classroom interactions) for all program and service areas (academic, occupational education, guidance, placement) should be implemented.

- Equity-related staff development should not be limited to special programs. It should be incorporated into regular faculty meetings, departmental meetings and building meetings.

- Staff development programs should be followed by action plans that are supported by administrative provision of time and necessary assistance to implement change.

- Personnel functions should be an integral part of the equity effort. Employment practices should be monitored and grievance procedures made clear.

- School systems without trained or experienced personnel to organize and run staff development workshops should locate other resources such as teacher centers and professional associations to assist in conducting training and identifying resources.

STRATEGIES: STAFF DEVELOPMENT

The following list can be used by administrators and teachers to identify strategies for implementing a comprehensive program of staff development.

- There is a staff development policy advocating an ongoing, system-wide program to train staff members and update their skills and knowledge in implementing equity in all aspects of the educational program.

- Principals, supervisors and teachers analyze classroom observations cooparatively and use data for designing staff development programs.

- Programs have been developed to enhance staff awareness of the ways bias and discrimination may operate in the school, in particular program areas, and in classrooms.

- Regular staff development programs are developed and implemented to acquaint staff with mechanisms of self-evaluation, planning, and accountability to achieve equity throughout the system.

- Equity-related staff development is integrated into regular faculty meetings, departmental meetings, and building meetings throughout the year.

- Assistance is sought from equity specialists when additional expertise is needed.

- Time, assistance, recognition and reward are provided for personnel who successfully implement equity practices in their educational responsibilities.

- The school system provides administrators, teachers, counselors, and other staff access to opportunities (both inside and outside the system) to develop multiethnic, non-sexist strategies.

- There is a multidimensional evaluation system to review the staff development program including the assessment of impact in the classroom.

HOW TO USE THIS MANUAL

MODULE I: "Conquering Your Dropout Woes," is one of three modules of Making It Work, an inservice package designed to train vocational education personnel in the areas of retention, placement, and curriculum adaptation. The activities contained in the training sessions here--though specifically focused on retaining priority populations (Limited-English Proficient, Hispanics, Blacks, Handicapped, and women/men in nontraditional jobs)--discuss retention strategies that are applicable to working with any student.

Module I is organized into two parts (A trainer's manual and a participant's resource manual) and designed for inservice training of teachers, counselors, and administrators in vocational schools.

The primary purpose of this trainer's manual is to serve as a helpful tool to the trainer(s)/facilitators(s). Since the emphasis of the entire module is one of active participation--from the developers through the facilitator(s)/trainer(s) to local vocational education personnel being trained --this manual is important on several levels. It is intended to be used

- To help the facilitator understand the concept and design of the course, how it is theoretically supposed to work, and in what directions s/he should guide the participants.
- To help the facilitator prepare for and deliver the course.
- To serve as a reference resource.

"Conquering Your Dropout Woes" is a day long course. The curriculum is composed of four sessions, organized to make it easy for you to reproduce certain sessions and use them as the time and need arise. In putting together the Trainer's Manual, we have attempted to incorporate a sense of the dynamics as well as the mechanics of the course.

Although we have developed a curriculum that features a specific sequence of activities, we realize that inservice training needs will vary from one school system to the next. We have attempted to keep the curriculum design flexible enough so that individual schools can use the basic content of the training program and adapt it to focus on their particular areas of interest.

The objectives for training session(s) are the following:

A. Reduce anxiety in working with priority groups.

B. Develop a basic awareness of conditions/cultural considerations.

C. Foster total school commitment to serving the priority populations.

D. To introduce methods/strategies for enhancing placement of priority group and other students in vocational education.

ORGANIZATION OF THE MODULE

MODULE I: "Conquering Your Dropout Woes," is a one-day course that is designed to review some of the more common strategies used by schools to retain students and suggest a method for reviewing and assessing your school's internal capabilities to refine your existing retention program to help meet the changing needs of today's student populations.

In order to accomplish this comprehensive goal, the course materials and activities have been developed to use different training and learning techniques and to integrate the vocational education-specific content materials with principles of adult learning.

The trainer's manual will help to focus and organize each of the activities and sessions throughout the training day. The purpose of each activity is presented along with information for trainers/facilitators. "Trainer Notes" will help to introduce the activity and provide an overview of how the particular activity fits into the overall structure of the course.

The Trainer's Outline is organized into columns which list the materials required to complete a particular activity and the time needed to do so. A second section includes the topic(s) of the session(s) and a lecture or outline for a lecture. The "Trainer Notes" indicate when to use various materials, what questions to ask, when to set up small groups or initiate other activites/exercises, and other useful hints.

Materials such as overhead transparencies, case studies, self-check sheets, and handouts, are also provided (see tabbed sections of the Trainer's Guide).

We realize that each trainer/facilitator brings to a training situation a unique blend of skills, knowledge, and past experiences. As trainers, we have all developed our own training styles, therefore, the suggested lecture, script and notes may be of differing value to each facilitator. Use the material in a way that is useful to you and your training style.

The lectures are not meant to be memorized, but you should become very familiar with the content. Use this manual as your guidebook to the course. Write notes and comments in it as you use it so that it increases in value each time you conduct the course.

TRAINER QUALIFICATIONS

This course is meant to be conducted by a team of facilitators with complementary strengths in various areas. Some may be experienced in training and adult education and some experienced only in teaching, counseling or administration in the area of vocational education.

This combination can provide a lively learning environment for the participant plus it allows the individual facilitators to learn from each other. Therefore, rather than requiring specific qualifications for any one facilitator, we recommend that the training team include the following qualifications and competencies.

General Capabilities

- Good organizational ability
- Good public speaking ability
- Comfortability with oneself and his/her own strengths and weaknesses.

Conceptual Grounding

- Familiarity with the modern concepts of adult education. You do not have to have studied adult education in school nor have a graduate degree in it as long as you know the learning differences between children and adults and know how to apply them.
- Familarity with the theoretical basis of group development.
- Familarity with the basic concepts underlying the curriculum adaptation process as it occurs within the module.
- Familarity with the basics of the psychology of learning.

Experience

- 2 to 3 years experience teaching in structured or nonstructured learning groups.
- 2 to 5 years experience in the vocational education system.
- Participation in a Train-The-Trainer session or an actual "Conquering Your Dropout Woes" training session.

CONTENT

All the information that comes with the course should be familiar to you, and hopefully you'll know a good deal more--perhaps not in every content area, but certainly in the majority of them, because you must be prepared to both supplement and interpret content on your feet. In particular, you must be thoroughly familiar with the material used in this course, not because it is the best or only material, but because it is the foundation on which the course is built and to which participants are asked to refer. The participants may experiment with it, alter and critique it. But you shouldn't, except as an aid to them.

It is our desire that you continually and progressively contribute to the data base of the course, both through your own wisdom and experience and through additions from professional literature. Most of the content is arranged so you can supplement it easily.

PHILOSOPHY AND ASSUMPTIONS

This course was conceived and produced on the basis of certain assumptions regarding adult learning, which rest in turn on research and theory generally accepted by adult educators and management theorists.

Adults generally hold self-images which include autonomy, interdependence and independence, self-respect, and a sense of responsibility. They should not be treated as children in a school. Adults bring their experience and learning to the course. They are valuable resources for learning and potential contributors to the content and should be encouraged and guided to do so.

People are not passive. They are active all their working hours. They need not be specially motivated to learn. Adults readily learn what they want and need if the means, skill, and opportunities are made available. Hence, education based upon activity is preferable to education based upon passivity.

Adults are psychologically unique. That is, their personalities are well formed, their preferences well set. This means that each one has a particular preferred learning style. Adults do not all learn in the same way and need not learn in the same way. Therefore, learning methods which work well for some do not work at all for others. Methods should be varied and flexible to allow as many combinations as possible.

Adult behavior reflects cultural conditioning. With respect to education, most have gone through school and are accustomed to that kind of learning. They are not generally trained as self-directed learners though all have that potential. Self-directed learning needs to be taught and practiced. The span of experience of the particular audience to which this course is directed is very wide. Beginning voc. ed. personnel will be joining experienced staff in the same course, the young with the not-so-young, and the rurally-oriented with the urban-oriented. It's presumptuous to attempt to describe a common learning need.

There are many learning needs and the course delivery must be flexible so that people can meet various needs and learn from each other.

PLANNING FOR INSERVICE TRAINING AT YOUR SCHOOL

PLANNING FOR INSERVICE AT YOUR SCHOOL

It is not likely that the movement to involve more effectively priority students in vocational education will, like a fad, disappear in a few years. More than likely this trend will become an integral part of the total educational delivery system. Thus, any inservice effort for vocational education must train professionals to identify and be aware of the unique differences among students, and as a great deal of teaching involves the use of common sense, inservice experiences can help staff refine their "common sense" approach to instruction, placement, etc., in order to better serve not only students from priority populations, but all students of vocational education.[1]

Planning for the Needs Assessment

One of the first steps that must be taken in planning any inservice effort is to conduct a needs assessment, which may include three considerations:

- What the vocational education staff perceives as its needs;
- The need to inform vocational education personnel of policy and legislative mandate, etc.;
- The needs as perceived by administrative personnel and presenters.[2]

Previously-conducted needs assessments indicate that inservice programs should address the following:

- Vocational teacher attitudes towards priority populations.
- Identification and characteristics of priority students.
- Evaluation of priority youth.
- Individualization of instruction for priority students.
- Reading assessment of students and materials.
- Assessment and utilization of preferred student learning styles.
- Adapting the learning environment for priority/special needs students.

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[1] Gary Meers, "Inservice Training: Planning the Programs," VocEd, April, 1981

[2] Ibid., p. 35.

- Curriculum modification techniques for classroom and laboratory settings.
- Career information and decision making for priority/special needs students.*

Inservice goals and objectives must be practical, performance-based, and reflective of the needs assessment. They should also reflect competencies needed by vocational education personnel in dealing with priority group students.

Understanding the Need

The Role of the Teacher

Intergroup and interpersonal interaction take place in every classroom and past cultural and sexist biases are often reflected in other subject areas. Therefore, it is important that all staff members and both administrators and teachers be included in inservices. Inservice programs should be designed to develop the ability of the participants to:

1. Be aware of and understand the values, life styles, history, and contributions of various racial and ethnic groups, women as well as men, and various other identifiable subgroups in our society.
2. Recognize and deal with dehumanizing biases such as sexism, racism, prejudice, and discrimination, and become aware of the impact that such biases have on interpersonal relations.
3. Translate knowledge of human relations into attitudes, skills, and techniques which will result in favorable learning experiences for students.
4. Recognize the ways in which dehumanizing biases may be reflected in instructional materials.
5. Respect human diversity, due process, and individual rights.
6. Relate effectively to other individuals and various subgroups other than one's own.

Teacher Competencies

The purpose of developing an inservice program is to assist administrators and teachers as they strive to obtain a number of competencies. Teachers should be able to:

- Implement basic communication techniques for facilitating positive interpersonal and intergroup relations within the school and the classroom.

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* Adapted from: Gary Meers, "Inservice Training: Planning the Programs," VocEd, April, 1981.

- Recognize the origins of prejudice and discrimination and the factors which cause them to continue to exist.

- Understand the contributions, values, and life styles of women and various racial and cultural groups. Educators should be able to empathize with other groups such as the handicapped, etc.

- Develop a scope and sequence plan for including materials and activities that will help students understand the contributions, values, and life styles of racial, cultural, and socioeconomic groups other than their own. Such a plan should also utilize materials and activities that will help students realize the contributions of women as well as men and the various roles and life styles open to both in today's society.

- Identify administrative and instructional materials which show evidence of bias based on race, sex, socioeconomic status, or physical disability.

- Implement activities in the school and the classroom that cause awareness of self and positive self-concept development.

- Deal with conflict situations in a positive, constructive way which will facilitate due process.

- Facilitate the students' awareness of their own values and the consistency of their actions with those values.

- Coordinate large and small group problem solving activities in the school and the classroom that reassure interdependence and cooperation among students.

- Design activities for the school and the classroom which promote respect for and awareness of the value of diversity in our society.

- Deal with racist, sexist, or other discriminatory statements or actions which occur in the school or the classroom.

- Understand how stereotyping of races, the sexes, and other groups results in injustices to individuals in these groups, and how educational institutions have played a role in sustaining such stereotypes.

- Comfortably lead classroom and staff discussion dealing with intergroup relations, the roles of the sexes, and the students' attitudes towards their own and other groups.

- Understand how individual racism and sexism have become incorporated into institutional policies and programs.

These are only some of the competencies that come to mind when one thinks of developing a positive interpersonal and intergroup environment in schools and classrooms. Local schools may want to incorporate other competencies into their inservice program to meet specific unique local needs. It must again be stressed that local board and administration leadership and support will be a big factor in obtaining widespread teacher commitment to multicultural, nonsexist education in the classroom. On the other side of the coin, most schools will have teachers who are very knowledgeable of and committed to the concept, and these individuals should be utilized as resource persons as well as representatives of advisory groups.

THE ROLE OF THE ADMINISTRATOR

Schools must create an atmosphere for learning which is devoid of all prejudice, discrimination and separatism.

The school administrator, at the central office or building level, has the responsibility for carrying out the policy of the school board, providing supervisory leadership to the rest of the staff, and making the everyday decisions which keep the school running smoothly throughout the year. Once a school board has adopted its policy on multicultural, nonsexist vocational education, it is the administrator who determines by his or her support and leadership whether school board policy remains merely a written statement on a piece of paper, or whether it is translated into visible, viable programs and activities in the school.

It is important for the school administrator to remember several things. One is that as a human being, an administrator has a personal philosophy of life and of education. Both state and local school boards may at one time or another make policy decisions which conflict with an individual administrator's philosophy. Although it would be nice to believe that all administrators would support the concepts of multicultural, nonsexist education, reason and reality dictate that this will not be the case. Administrators who find themselves in such a position must remember that although they are free to lead their personal lives as they wish, they have a professional, moral, and legal responsibility to provide equal educational opportunities to all their students whether they be female or male, minority or majority, and to prepare all their students for the realities of today's world.

Secondly, it must be remembered that minority groups and women are underrepresented in administrative leadership positions. Unless attempts are made to get additional community and staff input, many administrators will be faced with developing a multicultural, nonsexist education program drawing upon a somewhat limited white, middle class, male perspective.

The effectiveness of a multicultural, nonsexist education program will depend on the commitment of both administrative and teaching staff to the program. Since the program will most likely be implemented with the present staff, it will be necessary that opportunity be provided for professional growth for all staff members in the area of multicultural, nonsexist education.

Other Steps For Administrators Are The Following:

1. Make sure that the staff, students, and community residents are aware of federal and state laws, state rules, state guidelines, and the local board policy related to equal educational opportunity and multicultural, nonsexist education.

2. Assign responsibility for program implementation. It is important that who ever gets this assignment feels comfortable with the concept of multicultural, nonsexist education. Make sure that staff, students, and parents know who the designated individual is.

3. Appoint an advisory committee and provide operating procedures for the committee. Call initial meeting and work with the committee to assess needs and develop goals and objectives.

4. Establish a standard procedure for dealing with the grievances of staff, students, and parents.

5. Initiate the involvement of staff, students, parents, and community in conducting an assessment of needs for establishing the program. State desired human relations competencies needed by students and staff in behavioral terms.

6. Develop activities which will enable the district to meet its goals and objectives. Identify both internal and external resources. Write up multicultural, nonsexist education plan.

7. Develop an evaluation and a follow-up program.

8. Seek needed financial support from the local and state Boards of Education.

9. Utilize members of the advisory committee as resource persons.

10. Provide inservice training in human relations for board members, administrators, teaching staff, and support staff. Identify teachers that are presently implementing a multicultural, nonsexist program and utilize them as resource persons.

Self Assessment For Inservice Preparation

The next step in planning for inservice at your school is a process of self assessment for voc. ed. personnel. This, in addition to the needs assessment, enables staff to include in the inservice activities those areas of particular concern to staff at a particular voc. ed. location. Some samples of what the self assessment instrument might look like follow.

Use the numerical scale as follows in your self-assessments for inservice training.

1. unsatisfactory
2. meets minimum requirements
3. average
4. excellent
5. outstanding

SELF ASSESSMENT GUIDE FOR ADMINISTRATORS AND SUPERVISORS

1. Have you disseminated information on the State Multicultural, Nonsexist Curriculum Guidelines; State and Federal Equal Educational Opportunity legislation (Title IX of the 1972 Education Amendments and Title VI of the Civil Rights Act) to all members of your staff? 1 2 3 4 5

2. Is the make up of your staff representative of the school district population? (In regard to race, sex and other characteristics?) 1 2 3 4 5

3. Have you prepared and disseminated a directive to all staff members affirming a student's right of access to all courses regardless of sex or race? 1 2 3 4 5

4. Are all classes in your school less than 80 per cent one sex . . . and less than 25 per cent minority? 1 2 3 4 5

5. Have you planned inservice activities on interpersonal communications, intergroup relations, sex role stereotyping and multicultural curriculum? 1 2 3 4 5

6. Have you authorized a study of the curriculum content and instructional materials utilized in your building to insure that they are representative of the racial and cultural diversity in the country and the roles open to both men and women in our society? 1 2 3 4 5

7. Have you taken affirmative action to provide a balanced staff in terms of sex, age and race? 1 2 3 4 5

8. Have you requested that all building staff submit information concerning instances of sex, race, or other discrimination that they may identify in employment, student treatment and the school program? 1 2 3 4 5

9. Have you asked the various department heads to review their individual programs for evidence of possible discrimination on the basis of race or sex? 1 2 3 4 5

10. Have you made your staff members and students aware of the grievance procedures which have been adopted by the local district? 1 2 3 4 5

11. Have you reviewed all course enrollments by race and sex and are you able to assure that course enrollments that are disproportionate are not due to school policies or counseling procedures? 1 2 3 4 5

12. Have all staff members been notified as to who in the district has responsibilities for coordinating Title IX and multicultural curriculum activities? 1 2 3 4 5

13. Are the criteria you utilize in making decisions on hiring, promotion, transfer, and dismissal strictly related to the job description and are decisions made without regard to sex, race, age, etc? 1 2 3 4 5

14. Do you have a planned interview format for interviewing prospective employees which does not include questions about marital or parental status and other non job related areas? 1 2 3 4 5

15. Are promotion policies well publicized and consistently implemented with all staff members in your building? 1 2 3 4 5

16. Is pregnancy of both students and employees treated the same as any other temporary disability? 1 2 3 4 5

17. Do student handbooks make it clear that in your building all courses and extracurricular activities are open to all students regardless of race or sex? 1 2 3 4 5

18. Has the generic "he" or "she" been avoided in favor of such terms as students in all documents coming out of the building office? 1 2 3 4 5

19. Have you discussed the implications of Title IX with all physical education personnel in your building and authorized them to develop a plan for integrating all activities on the basis of sex and race? 1 2 3 4 5

20. Have students been notified that all physical education classes will be open to students regardless of sex or race? 1 2 3 4 5

21. Have you sent a directive to all staff involved with vocational education classes (home economics, industrial arts, business, etc.) affirming the rights of student access regardless of race or sex; and have you authorized staff to devise a plan for integrating those courses? 1 2 3 4 5

22. Have students been informed that all vocational courses are open to all students regardless of sex and race? 1 2 3 4 5

23. Has a directive gone out to all guidance and counseling personnel which affirms the right of every student to counseling without regard to sex, race, socioeconomic status, etc.? 1 2 3 4 5

24. Have guidance and counseling personnel been directed to review their policies, practices, counseling instruments and materials for possible discrimination on the basis of race or sex? 1 2 3 4 5

25. Are staff and student counseling assignments made without regard for sex, race, etc.? 1 2 3 4 5

26. Have counselors in your building received information regarding the nondiscriminatory use and interpretation of tests and counseling instruments? 1 2 3 4 5

27. Have building policies been reviewed to assure that all students regardless of race, sex, or marital status receive equal treatment (aid, benefits, services) and equal application of various rules and regulations? 1 2 3 4 5

28. Have you reviewed your school's policies and programs related to student honors and awards to ensure that there is no discrimination on the basis of sex and race? 1 2 3 4 5

29. Have you reviewed extracurricular policies, programs, and activities to see if they are open to all students regardless of race or sex? 1 2 3 4 5

30. Have you done a review of enrollments in all special education programs (EMD, TMD, handicapped, gifted and talented, etc.) by race and sex? 1 2 3 4 5

31. Do all students regardless of sex or race have equal access to the use of school facilities? 1 2 3 4 5

32. Are pregnant students provided access to all educational programs and activities provided for nonpregnant students? 1 2 3 4 5

33. Are all rules related to marital status applied equally to male and female students? 1 2 3 4 5

34. If homebound services are provided for students with medical disabilities, are they equally available to pregnant students for reasons of medical disability? 1 2 3 4 5

35. Is medical certification for leave of absence, for continued participation in, or for exemption from school activities due to pregnancy handled in the same manner as for any other medical disability? 1 2 3 4 5

36. Do existing athletic programs and activities offered in your building (interscholastic, intramural, and club) meet the interests and levels of ability of all students (male-female, majority-minority)? 1 2 3 4 5

37. Are all athletic programs provided on a sex -- race integrated basis with exception of sex integration in those sports, the primary purpose of which is physical contact? 1 2 3 4 5

38. Is equal opportunity for athletic participation and athletic benefits provided to all students regardless of sex or race? 1 2 3 4 5

39. Are athletic funds allocated in such a way as to provide equal opportunity for athletic competition to all students regardless of sex and race? 1 2 3 4 5

40. Where either coeducational or legally sex segregated teams are provided, has a determination been made that the teams best accommodate the interests and abilities of both sexes? 1 2 3 4 5

41. If sex separated teams are provided for particular sports, do male and female teams have seasons comparable in length and number of opportunities to complete? 1 2 3 4 5

42. Do males and females (majority and minority) receive equal recognition for athletic participation and/or excellence? 1 2 3 4 5

43. Are personnel assigned to coaching, instructional training, or supervisory responsibilities (with the exception of locker rooms) without regard to sex or race? 1 2 3 4 5

44. Is the compensation for male and female athletic personnel equal for comparable jobs? 1 2 3 4 5

45. Have you issued a directive to all athletic (interscholastic -- intramural) personnel asserting the right of all students of access to athletic programs? 1 2 3 4 5

46. Have you directed athletic personnel to submit plans of action for providing equal athletic opportunity to all students regardless of race or sex? 1 2 3 4 5

47. Has a policy directive been sent to all staff with responsibility for the selection of students for financial aid regarding equal access to such aid for all students regardless of race or sex? 1 2 3 4 5

48. Have you notified all organizations or individuals providing funds administered by the school of the school's obligation to provide financial assistance without regard to sex or race? 1 2 3 4 5

49. Are you providing assistance (English as a second language, bilingual assistance, tutoring) to those students in your building that have limited English speaking talents? 1 2 3 4 5

Adapted from: Guide To Implementing Multicultural Non-Sexist Curriculum Programs in Iowa Schools. State of Iowa Dept. of Public Instruction, July, 1980.

SELF ASSESSMENT GUIDE FOR CLASSROOM INSTRUCTORS, COUNSELORS, AND OTHER PERSONNEL

1. Is the enrollment in your classes representative of the district population in terms of sex and race? 1 2 3 4 5

2. Are you aware of the requirements of Title VI of the 1964 Civil Rights Act and Title IX of the 1972 Education Amendments dealing with race and sex discrimination? 1 2 3 4 5

3. Do you know the individual in your district who has responsibility for coordinating activities related to Title IX and the multicultural, nonsexist curriculum guidelines? 1 2 3 4 5

4. Are you aware of the grievance procedure in your district through which parents, students, employees can register complaints of sex or race discrimination? 1 2 3 4 5

5. Do you know who serves on the multicultural, nonsexist advisory committee in your district? 1 2 3 4 5

6. Have you received inservice training in the areas of basic interpersonal communications, intergroup relations, and sex role stereotyping the classroom? 1 2 3 4 5

7. Have you reviewed the instructional materials you utilize to see if they are representative of the racial and cultural diversity in the United States as well as the roles open to both men and women? 1 2 3 4 5

8. Do all announcements or descriptions of the courses you teach make it clear that enrollment is open to all students regardless of race or sex? 1 2 3 4 5

9. Do the titles of any courses you teach imply that the courses are aimed at one sex or a particular racial group? 1 2 3 4 5

10. Have you notified the administration of any discrimination in employment practices either on the basis of sex or race that you have noticed? 1 2 3 4 5

11. Are all the classes that you teach less than 25 percent minority? Less than 80 percent one sex? 1 2 3 4 5

12. Do you utilize grading standards which are consistently applied to all students regardless of race or sex? 1 2 3 4 5

13. Have you made it clear that all students regardless of sex or race have equal access to your courses? 1 2 3 4 5

14. Have you reviewed the curriculum content and structure of your courses to insure that they are free of sexism or cultural bias? 1 2 3 4 5

15. Have you made it clear to all students that they have access to all physical education classes or sections regardless of race or sex? 1 2 3 4 5

16. Have your physical education requirements been reviewed to ensure that they are the same for males and females? 1 2 3 4 5

17. Where you use ability grouping in physical education classes is the grouping done regardless of race or sex? 1 2 3 4 5

18. Are the criteria you use for measurement of progress in physical education courses or activities explicit and free from adverse effects upon students of one sex or race? 1 2 3 4 5

19. Are the activities in your physical education classes diversified for achieving the range of physical education program goals and not concentrated on contact sports? 1 2 3 4 5

20. Where segregation exists in your physical education classes, have you taken affirmative steps to eliminate it regardless of its causes? 1 2 3 4 5

21. Have you reviewed your physical education courses to ensure that your activities are not sex typed as well as to emphasize multicultural aspects of activities (origin, etc.)? 1 2 3 4 5

22. Are all your vocation or career oriented courses (industrial arts, home economics, business courses, etc.) open to all students regardless of race or sex? 1 2 3 4 5

23. Have you made it clear to students either by course announcements or descriptions that all students regardless of sex or race are welcome in all your vocational or career oriented courses? 1 2 3 4 5

24. Have your requirements in the area of vocational or career oriented courses been reviewed to insure that they are the same for all students regardless of race and sex? 1 2 3 4 5

25. Have the curriculum content and instructional materials utilized in your vocational or career oriented courses been reviewed for elements of sexist and racial bias? 1 2 3 4 5

26. Are all vocational and career oriented course titles and descriptions gender free? 1 2 3 4 5

27. Have you reviewed enrollments in your vocational and career oriented courses to see if they are representative on the basis of sex or race? 1 2 3 4 5

28. Are instructional materials in vocational and career oriented courses multiracial in nature? 1 2 3 4 5

29. Is curriculum content in vocational and career oriented course multicultural in nature (emphasis on home economics which deals with many culture-oriented factors)? 1 2 3 4 5

Adapted from: Guide To Implementing Multicultural Non-Sexist Curriculum Programs In Iowa Schools. State of Iowa, Dept. of Public Instruction, July, 1980.

SELF ASSESSMENT GUIDE FOR GUIDANCE COUNSELORS

1. Have you reviewed your guidance and counseling programs and practices to ensure that students have access to counseling without regard to their sex, race, or socioeconomic status? 1 2 3 4 5

2. Have you eliminated career interest inventories and other counseling materials or tests which differentiate between students on the basis of sex or race? 1 2 3 4 5

3. Do you make course assignments without regard to sex or race? 1 2 3 4 5

4. Are all students encouraged to consider all programs of study and to select courses on the basis of their individual interests and abilities? 1 2 3 4 5

5. Are all materials you utilize in academic, career, or personal counseling contacts or programs free from implications in either text, language, or photographs, that certain academic career or personal choices are more appropriate or "realistic" for students of one sex, race, or socioeconomic status? 1 2 3 4 5

6. In courses where minority students make up more than 20 percent or one sex makes up more than 80 percent of the total enrollment, have procedures been specified that ensure that counseling policies, procedures, and programs are not a contributing cause? 1 2 3 4 5

7. Have you familiarized yourself with the implications of Title IX of the 1972 Education Amendments and Title VI of the 1964 Civil Rights Act for nondiscrimination in the counseling process? 1 2 3 4 5

8. Have you reviewed records of your past counseling contacts by sex of student, race of student, source of initiation, and nature of contact to identify possible evidence of sex or race bias in the provision of counseling services? 1 2 3 4 5

9. Have you submitted to your building administrator or supervisor information concerning instances of sex or race discrimination in guidance and counseling practices or materials? 1 2 3 4 5

10. Do your guidance and counseling services foster positive home/school relationships and contacts between parents and staff regardless of the race, sex, or socioeconomic status of the student? 1 2 3 4 5

11. Are eligibility requirements for all student aid, benefits, and services you administer identical for male and female students (majority and minority students)? 1 2 3 4 5

12. Is the nature, quality, and quantity of aid, benefits, and services provided identical for male and female students, (majority and minority students)? 1 2 3 4 5

13. Have all organizations or individuals who provide aid, benefits, or services to students with sponsorship of the district submitted assurances of nondiscrimination on the basis of race or sex? 1 2 3 4 5

14. Are all medical, hospital, accident and life insurance policies or plans provided equally to all students without differentiation in coverage, benefits, or eligibility on the basis of race or sex? 1 2 3 4 5

15. In work-study programs you administer, are employment and job placement assistance provided without regard to sex and race? 1 2 3 4 5

16. Are prizes, honors, and awards conferred upon students without differentiation on the basis of sex or race? 1 2 3 4 5

17. Is all participation in extracurricular activities open equally to students regardless of sex or race? 1 2 3 4 5

18. Are all participants in extracurricular activities treated equally regardless of race or sex? 1 2 3 4 5

19. Are all school facilities equally available for use by students regardless of race or sex? 1 2 3 4 5

20. Are toilet, locker room, and shower facilities provided in comparable numbers and conditions to students of each sex? 1 2 3 4 5

21. Are your rules and regulations regarding behavior of students the same for all students regardless of sex or race? 1 2 3 4 5

22. Are standards you employed for determining compliance with these rules the same for males and females (majority and minority students)? 1 2 3 4 5

23. Are rules and regulations concerning student appearance (attire, hair length, etc.) the same for males and females (Majority and minority students)? 1 2 3 4 5

24. Do existing athletic programs and activities which you coach or supervise (interscholastic, intramural, club) meet the interest and ability of both male and female (majority and minority students)? 1 2 3 4 5

Adapted from: Guide To Implementing Multicultural Non-Sexist Curriculum Programs in Iowa Schools. State of Iowa Dept. of Public Instruction, July, 1980.

A MODEL PLAN COMPONENT

After a self-evaluation and needs assessment have been completed, writing a plan is the next step. A written plan should include long range goals, short range objectives, written description of the activities planned to meet goals and objectives, priority of goals, and target date for completion of activity. Unless there is a written plan of action with target completion dates for activities, very little will be achieved. The following model component is included to demonstrate one possible format.

Statement of Problem: The needs assessment showed that the present electronics shop curriculum has no component which deals directly with contemporary intergroup relations or sex role stereotyping and which would cause students to seriously reflect on their attitudes in these areas. Peer group pressures have been a factor in reluctance of male and female students to sign up for nontraditional classes which they would really like to take.

Goal - Priority No. 3: To develop components on intergroup relations and sex role stereotyping to be integrated into the electronics program as well as to review the entire electronics curriculum to ensure that it supports positive intergroup relations and will serve to lessen stereotyping and prejudice on the bases of race and sex.

Objectives:	Activity:	Evaluation:
To identify electronics programs and materials which will meet the goals of the overall electronics program and deal with intergroup relations and sex role stereotyping as well.	The electronics Materials Adoption Committee will contact publishers and review available materials.	Committee will recommend new materials for adoption next year when new electronics textbook adoption is scheduled.
To identify classroom human relations activities which have been developed for classroom use.	The electronics teachers and coordinator will research area and develop a classroom component of human relation activities.	This classroom human relations resource unit will be presented over the next school term.

Objectives:	**Activity:**	**Evaluation:**
To provide inservice for all electronics teachers on effective teaching techniques.	Shop coordinators will plan two, three hour inservice sessions for all electronics teachers during the next year.	All teachers will have been inserviced by ____________.
To develop a pre- and post attitude inventory to measure effectiveness of the human relation component of the electronics curriculum.	The voc. ed. school guidance counselor and the shop coordinator will work together to develop such an attitude inventory.	Attitude inventory will be ready for use in twelve months.

Adapted from: Guide To Implementing Multi-Cultural Non-Sexist Curriculum Programs in Iowa Schools, State of Iowa, Department of Public Instruction, July, 1980.

Responsibilities of Instructors for Effective Vocational Education

1. Use simultaneously a variety of teaching techniques:
    a. Utilize group dynamics to better influence the learning process.
    b. Creatively utilize many types of audio-visual equipment.
    c. Individualized methods with self-contained units.
2. Develop the procedure for evaluating the total program to assess the student and adapt or modify methods to meet his needs (prescription instruction).
3. Orient methods toward preventive and/or remedial education.
4. Utilize available supportive services.
5. Identify various roles in a total training program.
6. Prescribe instructional plans consistent with each student's employability plan.
7. Demonstrate concern for program and student.
8. Demonstrate an awareness of the target population--their problems, their needs.
9. Job must be first working priority.
10. Demonstrate the ability to relate to people.
11. Demonstrate the ability to simplify instruction.
12. Demonstrate willingness to become involved with students
13. Demonstrate willingness to work with advisory (craft) committees.
14. Be willing to listen.
15. Demonstrate the ability to accept constructive criticism and desire to change.
16. Develop and know community and industry contacts.
17. Demonstrate management abilities.
18. Keep informed and upgrade self in occupational areas.
19. Demonstrate the ability to cope with crisis situations.

20. Teach students as well as subject matter.

21. Accept inservice training.

22. Take a positive approach to the student's learning process.

23. Develop and maintain inter-relationship with each role in an institutional program.

24. Accept responsibility for role and perceive how it fits and affects the total program.

25. Maintain relevancy of subject matter.

26. Anticipate and respond to the non-verbal communication process.

Responsibilities of Administrators for Effective Vocational Education

Establish and maintain public relations with Employment Service (state and local)

Coordinate continuously with Employment Service to obtain adequate information for input toward the student's employability plan.

Establish a student support team which should include Employment Service personnel.

Establish and maintain linkages with other programs.

Provide implementation process for addition and deletion of programs as needed.

Provide means for development of curriculum.

Develop master proposal rather than subprojects.

Coordinate selection of general and advisory committees.

Coordinate selection of craft advisory committees.

Coordinate selection of a student advisory committee.

Provide adequate clerical services.

Provide program management and accountability.

Develop buy-in procedures

Maintain adequate records.

Staff:

1. Conduct pre-service and ongoing inservice staff development activities.
2. Maintain communications, rapport and trust within staff.
3. Provide inservice activities which should include supportive and community services.
4. Provide regular planning time for instructors.
5. Implement the team approach to leadership.
6. Provide at least one curriculum development specialist.
7. Conduct a staff orientation for new members.

Student:

1. Provide for assessment of the student's needs.
2. a. Provide activities for creative thinking.
   b. Design a student profile which will include methods of identifying when a student is job ready.
   c. Coordinate planning for job development and placement.
   d. Provide human awareness training for student.
   e. Maintain communications and rapport with students.

Program:

1. Clarify individualized instruction and programming.
   a. Identify the occupation to determine the exit (employability) levels:
      (1) Work with the coexisting agencies on deciding what skills will be taught.
      (2) Work with the advisory committee from industry.
      (3) Coordinate with organized labor.
      (4) Contact professional organizations.
      (5) Refer to publications.
   b. Conduct job analysis to determine course content.
   c. Conduct a task analysis in performance terms.
   d. Develop performance objectives.
   e. Develop a learning packet:
      (1) Utilize available resources.
      (2) Develop supportive materials (media, hand-outs, etc.)
   f. Provide assistance to the instructor in organizing his total program.
3. Design a follow-up plan for feedback which will improve the program.
4. Provide for continuous revision of the content and system through evaluation.

Implications for Students in Effective Vocational Education

THE STUDENT SHOULD

1. Assist the team in the prescription of a program to which s/he will be committed to reach his/her occupational goal.

2. Be able to enter a chosen occupation at a level commensurate with previous knowlege and experience.

3. Have the opportunity to bypass those instructional units in which s/he demonstrates an adequate level of knowledge and skill.

4. Advance by job levels (not time elements) with multiple entry and exit points.

5. Learn at a rate based on his/her own abilities by the use of individually prescribed instructional techniques.

6. Have flexibility in changing the occupational level of his/her own program.

7. Be placed in a success-oriented program.

8. Realize his/her ability and potential through demonstrated performance of learning experiences.

9. Become involved in his evaluation and program management.

10. Have the opportunity to participate in a program in which he/she, rather than the subject matter, is the primary focus of the instructional process.

11. Know the standards of performance and the nature of all evaluations.

12. Determine where to concentrate his/her efforts in remedial studies.

13. Demonstrate confidence in his/her decision-making ability by choosing from available courses of action, reasonable alternatives in job selection and by proceeding in accordance with his decision.

Characteristics of Instructors for Effective Vocational Education

1. Must like people
2. Must be self-accepting.
3. Must be aware of the target population--their problems, their needs.
4. Must be self-confident and concerned for program and student.
5. Must be able to relate to people.
6. Must be willing to become involved with students.
7. Must be willing to work with advisory (craft) committees.
8. Must have pride in his occupation.
9. Must be willing to listen.
10. Must be able to accept constructive criticism and desire to change.
11. Should be occupational generalist.
12. Must be willing to keep informed and upgrade self in occupational areas.
13. Must possess emotional stability.
14. Must be able to cope with crises situations.
15. Must be able to create climate or environment for learning.
16. Must be willing to accept in-service training.
17. Must accept importance of student's dignity.
18. Must be able to anticipate and respond to the non-verbal communication process.

Implications for Instructors for Effective Vocational Education

1. Must be able to manage a simultaneous use of a variety of teaching techniques:
    a. To utilize group dynamics to better influence the learning process.
    b. To creatively utilize many types of audio-visual equipment.
    c. To develop individualized methods with self-contained units.
2. To develop the procedure for evaluating the total program to assess the student and adapt or modify methods to meet his needs (prescription instruction).
3. To simplify instruction.
4. To teach students as well as subject matter.
5. To be responsible for his/her role and perceive how it fits into and affects the total program.
6. To maintain relevancy of subject matter.

SESSION I

SESSION I - INTRODUCTION AND UNDERSTANDING THE PROBLEM

GOALS

To introduce the concept of in-service training and provide general background information regarding student retention issues for vocational school personnel.

To identify group consensus regarding general learning and behavioral characteristics of students who may be experiencing problems in school.

To increase awareness of the importance of student retention programs and identify some of the more common reasons why students leave vocational school before graduating.

OBJECTIVES

At the end of this session, participants will be able to:

Define the terms, "retention," "priority population," disadvantaged student," "handicapped," "limited English proficient," "non-traditional training."

Identify and describe relevant behavior characteristics of school dropouts.

Identify reasonable solutions for hypothetical problem situations involving priority population students.

MATERIALS

Handouts: Agenda, Participant Resource Manual

Exercises #1 and 2

Overhead transparencies #1 through 6

Newsprint, flip chart stand, magic markers

QUALIFICATIONS

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES
15 minutes: Lecture	Introduction: "Conquering Your Dropout Woes: Strategies for Retaining Students in Vocational High Schools" **Trainer Note::** Welcome trainees and introduce self. Identify title of this course; explain that it is part of series of three courses developed by the Massachusetts Department of Education, Division of Occupational Education. Discuss briefly reasons for developing module to look at retention strategies. Describe particular focus of in-service project on priority population students in vocational education. (Background information for this part of your presentation can be found in the introductory section to this Trainer's Manual.)
• Trans. #1: "Goals of this Session" • Hand out Agenda	Review the goals of this training session. Review training agenda for next day and a half. Describe training modes (i.e., lectures, small group discussions, and exercises using case study examples).
• Trans. #2 and 2.a: "Training Modes"	Hand out Participant Resource Book and review "How to Use."
• Hand out Resource Book	Ask trainees whether they have any questions about training activities. If no questions, or when all questions answered, lead into first lecture.
1 hr. 25 minutes: Lecture, Exercises, Small Group Discussions	Understanding the Problem: Retention and the Particular Needs of Priority Population Students. **Trainer Note:** This part of Session I involves a mini-lecture to provide trainees with an overview of significant problems and issues involved in the retention of priority population students in vocational programs. To begin this unit, the trainer will hand out a pencil and paper quiz designed to elicit trainee perceptions about retention and priority population students.
• Exercise 1: (5 min.)	Pre-test: "How Positive Is Your School's Climate?"
• Newsprint: (15 min.)	**Trainer Note:** Ask trainees to complete exercise individually. After group has finished, ask for show of hands about their answers. This will allow the group the opportunity to identify consensus or disagreement on issues. Follow-up with your review of appropriate answer(s) using as much or as little background information to support your discussion as necessary.
• Trans. #3: "Positive School Climate"	**Trainer Note:** Review Transparency #3. Pemember, don't turn this into a lecture. The pretest is merely a way to help raise the pertinent issues and lead into your first lecture.

GOALS OF THIS SESSION

- To identify group consensus
- To increase awareness
- To identify strategies
- To demonstrate a process for planning & implementation

TRAINING MODES

Lecture

WITH QUESTIONS & ANSWERS

- TRAINEES QUESTION TRAINER & ASK FOR IMMEDIATE CLARIFICATION
- TRAINER GAINS SENSE OF TRAINEE LEVEL OF UNDERSTANDING
- TRAINER CLARIFIES WHAT HAS BEEN SAID

Mini-Lecture

FOLLOWED BY EXERCISE OR PRACTICE

- TRAINEES EXPLORE & EVALUATE INFORMATION PRESENTED BY TRAINER
- TRAINEES INCREASE UNDERSTANDING OF SUBJECT THROUGH PRACTICE
- TRAINER REINFORCES INFORMATION PRESENTED

Small Group Discussion

& GROUP PROBLEM-SOLVING

- TRAINEES EXPLORE, DETERMINE AND/OR DEFINE TOPIC FOR THEMSELVES
- TRAINEES INCREASE AWARENESS & POTENTIAL UNDERSTANDING BY EXPLORING TOPIC WITH PEERS
- TRAINEES RECEIVE OPPORTUNITY FOR ALL INDIVIDUALS TO PARTICIPATE IN DISCUSSION
- TRAINEES DEMONSTRATE THEIR PERSONAL/ PROFESSIONAL EXPERIENCE, KNOWLEDGE & ABILITY

Case Study

- TRAINEES ENHANCE UNDERSTANDING THROUGH PROBLEM IDENTIFICATION & PROBLEM-SOLVING
- TRAINEES APPLY PARTICULAR SKILLS OR PROTOCOLS PREVIOUSLY LEARNED

EXERCISE #1

HOW POSITIVE IS YOUR SCHOOL'S CLIMATE?

This brief checklist will give you a quick overview of your school's climate. Rate each of the items using the following code:

1 = strongly disagree
3 = agree
2 = disagree
4 = strongly agree

* * * * * * *

As compared with other schools which serve pupils similar to our own.

______ 1. our school has comparatively few discipline problems

______ 2. vandalism is not a problem in our school

______ 3. attendance is good in our school

______ 4. student and staff morale are high

______ 5. pupil achievement is high

______ 6. pupils feel a high sense of ownership and pride in this school

______ 7. people (staff and students) in our school trust one another, care about one another, and respect one another a great deal

______ 8. our school's various social groups (cliques) communicate well with one another, respect one another and work together well for the benefit of the school

______ 9. our students and staff frequently participate in problem solving and school improvement activities

______ 10. the threat level in our school is low (people are not afraid of being treated disrespectfully, becoming failures, or being physically harmed)

Adapted from E. Howard. Improving School Climates: A Staff Development School Improvement Process Leader's Guide. Alexandria, VA: Association for Supervision and Curriculum Development, 1980.

A POSITIVE SCHOOL CLIMATE

- *Is conducive to learning*
- *Provides for teacher & student dialogue*
- *Includes effective instructional management*
- *Encourages teachers*
- *Is safe & orderly without requiring rigid rules*
- *Is relatively free of vandalism*
- *Is characterized by positive attitudes, high expectations & an effective school curriculum*

TIME, MEDIA, & MATERIALS

- Lecture: (15 min.)

OUTLINE OF TRAINING ACTIVITIES

Lecture: "Current Efforts to Increase Retention in American Schools"

Declining student achievement and cutbacks in educational staff and financial resources are two interrelated problems facing schools across the country. The resulting deficiencies in the educational process--higher student-teacher ratios, cuts in social or extracurricular activities, cuts in ancillary services like tutoring or transportation--are readily apparent in the larger urban public school systems. One of the related side effects of these organizational problems is an increase in the student dropout rate.

Defining the Term

Before we can begin to discuss student retention, we should first look at a definition of the term. "Retention," after all, encompasses a wide variety of instructional, counseling and administrative activities that work together to increase the likelihood that students will remain in school.

We should also realize, however, that there are limitations to the role that schools can play in retaining students. Although students spend a large portion of their time in school, their attitudes and behaviors about education, about their priorities in life, etc., are also greatly influenced by factors external to school life. These external factors are generally beyond the purview of school personnel to change.

For purposes of this training session, student retention issues will focus on activities that help students make some rational decisions about whether to transfer from one vocational program to another, transfer from vocational school to a comprehensive school or drop out of school completely.

Identifying Student Retention Issues

A recent computation of school retention rates by the National Center for Educational Statistics indicates that about one-fourth of the youth in the United States drop out of school before obtaining their high school diplomas.

New York City schools offer a sobering picture of the pervasiveness of the dropout problem. Thirty-nine percent of the secondary school students in New York State attend school in New York City. The school system accounts for

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES

58 percent of the state's high school dropouts, 70 percent of its educationally disadvantaged students and 62 percent of its economically disadvantaged students.[2]

Trainer Note: Instead of using New York data, it would be helpful to collect local data regarding the general student population as well as the vocational high school population in particular. Information should be collected from a number of sources, including your local school department, the Mass. Department of Education, Division of Occupational Education, local CETA/JTPA funding agencies, the current Census, etc.

If trainees accept the training definition of "retention" to include working not only with potential dropouts but with students who want to transfer from vocational education to regular high school or students who leave school to join the armed services or get a full-time job before they graduate, etc., then current "official" reports on student retention are unsatisfactory in describing the extent of the issue.

In collecting local data, try to get a look at the raw data on which official reports are based and find information that describes retention rates over time. If your figures only look at what's happened in the last couple of years rather than say five or ten years, you won't adequately demonstrate the seriousness of student retention efforts.

(Return to lecture)

The dropout problem is particularly disturbing when we look at specific groups of "disadvantaged" students. For example, data from the 1970 Massachusetts Census show that out of the total Spanish-speaking population between the ages of 16 and 24, the rate of high school dropouts was 63 percent for males and 58 percent for females.[3] The Massachusetts Department of Education estimates that out of the total number of elementary and secondary school students attending school in 1975-1976, more than 38,000 (or 3.2 percent) did not use English as their primary language; four out of every ten of those students had a limited English speaking ability that resulted in

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	an obstacle to their success in educational programs.[4] While some of the reasons for students dropping out of school are beyond the jurisdiction of the school district to correct, there are steps that schools can take to help slow down or even turn around the dropout trend. **Creating a Positive School Climate**
• Trans. #4: "Increasing Student Retention"	Regardless of how sophisticated and comprehensive various recruitment and retention strategies may be, if the atmosphere of the institution is not a "staying" environment, the school's impact will, in the long run, be minimal. The creation of a positive school climate supports the premise that the quality of student life in school is everyone's concern. This philosophy is the basis for Noel's contention that student dropouts (1) can't be accepted passively as a "natural" phenomenon; (2) can be predicted and prevented and (3) can be encouraged to remain in school by making appropriate changes in the school environment.[5] Let's look briefly at some of the common reasons for student dropouts, either given by the student or assumed on behalf of the student.
• Newsprint	**Trainer Note:** Use newsprint to list trainee responses regarding common reasons for students to drop out or transfer from vocational school. The following list offers some of the more common reasons. • Low retention may result when students who, having learned a skill, find employment before completing the program. These students may need or prefer work to completing high school.[6] • A student may decide to transfer to another school--because the curriculum was too difficult; because the curriculum was too easy; because there were no support services; because the family moved to another school district, etc. • A student may be suffering from a long-term disability or illness that prohibits a normal daily routine of school work.

INCREASING STUDENT RETENTION

- *SHADOWING*
- *PEER AIDES/PEER SUPPORT*
- *PRE-VOCATIONAL TRAINING*
- *GUIDANCE*
- *PARENT GROUPS*
- *OTHER SUPPORT SERVICES*

- A student may possess remediable deficiencies that were either inappropriately assessed or insufficiently addressed.[7]

- A student may become frustrated with the lack of progress or progress that is slower than he or she thinks it should be.[8]

- A student may be a chronic truant who eventually drops out completely.

Traditional responses to these problems have focused on the belief that change can be brought about with smaller class size, increased numbers of support personnel additional funds or increased instruction time. But significant change in education is, for the most part, yet to be achieved.

A Children's Defense Fund report cites 1970 U.S. Census data on nonenrollment which show that nearly two million children 7 to 17 years of age are not enrolled in school--school dropouts reflect a significant portion of that number. But census counts do not reveal the scope of the problem. Data do not include children expelled and suspended, truants who elude the Census, non-English speaking children in classes taught in English, handicapped children in inappropriate classes and other children, who, for various reasons such as race, economic class and family situation, have been labelled as poor students and often receive little or improper attention in school.[9]

Responding to Student Needs

If the retention problem is to be effectively addressed and corrected, we should first consider the following list of educational needs which the National Center for Research in Vocational Education has identified as common to all learners:[10]

- Newsprint or Trans. #5: "Educational Needs Common to All Learners"

Trainer Note: Get this list up on newsprint or use Transparency #5, and review. Ask group to identify other issues they feel may be important.

1. To increase options in a variety of occupational roles through career awareness, orientation, planning and decision-making activities;

2. To determine the educational and vocational requirements and interests of students and improve instructional and support services;

EDUCATIONAL NEEDS COMMON TO ALL LEARNERS:

- **INCREASED EDUCATIONAL & VOCATIONAL OPTIONS**
- **DETERMINATION OF EDUCATIONAL REQUIREMENTS & INTERESTS**
- **RESPONSIVE INSTRUCTIONAL & SUPPORT SERVICES**
- **POSITIVE SELF-CONCEPT**
- **MEANINGFUL HANDS-ON EXPERIENCES**
- **IMPROVED EDUCATION & COMMUNICATION SKILLS**
- **ACTUAL WORK EXPERIENCES TO DEVELOP POSITIVE ATTITUDES ABOUT WORK**
- **COPING & SURVIVAL SKILLS**
- **SKILLS FOR SEEKING, OBTAINING & MAINTAINING A JOB**

3. To develop a positive self-concept;

4. To provide meaningful hands-on experiences that enhance occupational skills and employability;

5. To improve education and communications skills in school and work settings;

6. To provide actual work experiences that help develop positive attitudes to employment opportunities;

7. To develop coping and survival skills for problem-solving;

8. To increase access to support services

9. To encourage special needs learners to consider non-traditional education programs;

10. To acquire skills for seeking, obtaining and maintaining employment.

- Trans.#6: "Characteristics of Successful Retention Programs"

Characteristics of Successful Retention Programs

Successful student retention programs seem to have certain elements in common--not so much in services and activities but in the modes of operation and the principles according to which services are provided. In his article describing a retention program at UCLA, Anderson notes that virtually all successful retention programs for minority and low-income students share a few major themes and guiding principles. We can apply some of the most important aspects of those programs in describing essential elements for retention programs in vocational high schools.[11]

- Newsprint

Trainer Note: Put underlined points up on newsprint and discuss with group.

1. Program goals endorsed and supported by school officials; program activities consistent with these goals.

   It is impossible to have a successful student retention program unless goals are clearly specified and receive the endorsement of the local school board and school administrators. These goals should identify (1) the desired mix of students to be recruited and admitted; (2) the level of academic performance desired from the

CHARACTERISTICS OF SUCCESSFUL RETENTION PROGRAMS

- Program goals endorsed by school officials
  - policies, procedures & funding
  - activities/services consistent with goals
- Recruitment process that identifies/reaches all eligible students
- Closer, more open communication
  - between vocational & feeder schools
  - between specific vocational & feeder school personnel
- Early contact with potential students/parents
- Services that address student needs
- Programs that take initiative in identifying student needs & promoting available services

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES

various groups of students recruited, admitted and retained; and (3) the rate of persistence expected and desired among the student groups.[12]

In order to ensure the implementation of the retention program, retention goals must be supported by specific policies, procedures and funding. The services and activities of the retention program must be justified in terms of their consistency with stated goals and their usefulness in achieving those goals. Anderson also advises that program goals should be developed by the school personnel most directly involved in providing student instruction, counseling and other support.

2. Retention begins with a recruitment program that ensures the identification of all eligible students.

Recruitment and retention are principal aspects of the larger concern that has been termed "enrollment maintenance." A concerted effort to improve retention must be accompanied by a parallel effort to improve recruitment strategies.[13] The recruitment program should provide a variety of strategies for disseminating information about school programs and contacting potential students and their parents.

> "Recruiters have a moral obligation to tell students as candidly as possible the likelihood of their being admitted, the expectations that the school has of them in terms of educational success, the educational and/or skill pre-requisites for participating in particular training areas, what they are likely to experience in class, etc."[14]

The importance of candor in recruitment practices involves a fundamental psychological principle concerning motivation--if we fail to portray the realities of the school environment, curriculum, etc., unrealistic expectations will emerge. If these expectations are left unfulfilled, disillusionment and discouragement will follow, and the student may eventually decide to drop out.

3. Closer, more open communication must be developed and maintained between the vocational school and feeder schools to ensure that potential student recruits are well-informed about vocational programs.

   Regular and frequent contact with specific feeder school staff should also be maintained so that, for example, guidance counselors are kept up to date on vocational course offerings, on changes in vocational school admissions procedures, etc.

4. Potential vocational students should be contacted early to help them better understand the requirements of vocational training and help develop in them an appreciation for the diversity of vocational programming.

   Summer exploratories, after-school programs, regularly scheduled open houses, are just some of the approaches vocational schools can use to help develop an early interest among middle school students.

5. Retention services should directly address the areas of greatest student anxiety, frustration and need.

   The most critical aspect in planning and coordinating a retention program is the ability to anticipate areas and periods of greatest student anxiety or frustration or to spot "warning signs" that may indicate potential problems and/or a tendency to drop out. By developing services that address the causes of these reactions, we can help turn around the trend to leave school.

   Obviously, no program can address all of the problems and needs of its students, so it is critically important to identify which student needs and problems might be handled by referrals to appropriate outside resources.

6. Retention programs should take the initiative in promoting and providing services, rather than waiting for the student to initiate a request.

   Students who need help the most, tend to request it least. We have seen from experience that many students will not or cannot approach their teacher or counselor for help, or when they do come for help, they tend to do so only after their problems have reached a crisis situation and solving the problem is either very difficult or impossible.

7. A successful retention program relies on the commitment and vitality of the vocational school staff and the direction and support of school administrators, via inservice training programs and other organized efforts to assist vocational educators in working more effectively with their students.

In Hamdani's study investigating the vocational development of disadvantaged inner-city adolescents, he hypothesized that a curriculum designed to involve students in a variety of vocational exploration activities would help increase the students' motivation to stay in school. If students have a greater awareness of the choices facing them, a clearer understanding of the basis on which decisions should be made and better knowledge of source of information, then it can be expected that they would also perceive school as a valuable resource.[15]

Increased student retention, therefore, is likely to be an indicator of more and better teaching in the classrooms, counseling in the counseling offices and opportunities for students to participate in out-of-class activities. Schools that make a concerted effort to help students discover individual talents--and then create an environment in which those talents can grow --will go a long way toward improving student retention and opportunities for success.[16]

- Exercise 2: (30 min.)

Small Group Discussions: "Inventory of School/District Support and Service"

Trainer Note: Introduce the Inventory (See Exercise 2 in "Handout" section of Trainer's Manual), and explain that it was adapted from an inventory developed by Project Five to assess resources for working with handicapped students.

EXERCISE #2

INVENTORY OF SCHOOL/DISTRICT SUPPORT AND SERVICE

A. COMMUNITY	MORE THAN ADEQUATE	ADEQUATE	INADEQUATE
1. The community is aware and supportive of vocational education for priority population students in this school/district.			
2. The community has already removed or is working to remove physical barriers for the handicapped.			
3. The community has been surveyed as to the location and identification of priority population individuals of school age.			
4. The community is given the opportunity, by the school board, to review periodically the vocational education program.			
5. The school/district provides vocational programs and services to the handicapped students from other school districts within the community.			
6. Community groups, service clubs and religious organizations are active in providing service to the handicapped in the community.			

B. ADMINISTRATION	MORE THAN ADEQUATE	ADEQUATE	INADEQUATE
1. The administration has demonstrated belief in vocational education for priority population students and has developed policies and guidelines to support this commitment.			
2. The administration is well informed about the requirements mandated by federal and state legislation concerned with education and sex equity.			
4. The administration is working conscientiously to implement these mandates, including equal access to education and employment.			
5. The administration annually surveys the school district to locate and identify priority population students and notifies these individuals of the opportunities available through vocational education.			
6. The administration obtains advice and counsel from an organized advisory committee whose members include priority population students, parents, representatives of local organizations who work with priority populations and school/district personnel.			
7. The administration provides support services for priority population students such as special counseling, orientation and mobility instruction, transportation assistance, interpreter, reader and aide service, and special materials and equipment.			
8. The administration offers support services for priority population students when requested.			
9. The administration considers necessary support services for priority population students as a factor in the process of educational planning for each student.			

C. VOCATIONAL EDUCATION STAFF	MORE THAN ADEQUATE	ADEQUATE	INADEQUATE
1. Vocational educators work toward motivating students.			
2. Vocational educators provide students witn meaningful progress reports at suitable intervals.			
3. Vocational educators provide students with optional learning activities based on individual needs, abilities, and desire.			
4. Vocational educators are in contact with business, industry, and trade advisory committees in order to maintain awareness of current practices and employment.			
5. Staff is committed to assisting students reach their potential and maximum independence.			
6. The entire school/district is informed about the philosophy, content, and purposes of vocational education.			
7. The entire school/district staff work cooperatively in developing, modifying and implementing vocational programs for priority population students.			
8. The instructional staff is provided with a student-instructor ratio that is favorable to effective instruction of handicapped students.			
9. Qualified resource staff furnish information to vocational educators about priority population students enrolled in their classes.			
10. Technical assistance is provided to staff in the development and use of special instructional materials and services.			
11. Qualified orientation and mobility instructors are provided for blind students.			
12. Tutors and readers are provided for handicapped students as needed.			
13. Qualified bilingual instructors and/or counselors are available to work with limited-English proficient students.			
14. Staff is knowledgeable regarding realistic goals, desires and capabilities of students with different learning/motivational behaviors.			

D. STAFF INSERVICE TRAINING	MORE THAN ADEQUATE	ADEQUATE	INADEQUATE
1. Vocational programs for the handicapped and limited-English proficient are reviewed at staff meetings.			
2. Staff is involved in developing ways to accommodate the needs of priority population students in vocational programs.			
3. Pertinent films, instructional materials and reports are presented at staff meetings to stimulate thinking and discussion.			
4. Time is scheduled at department meetings to discuss educational problems and progress of students.			
5. Time is scheduled for staff to review physical limitations and/or social adjustments of priority population students.			
6. Staff is provided with opportunities for inservice training on the characteristics and abilities of priority population students and how these students can become integrated into the vocational program.			
7. Staff is aware of the general legal requirements related to the rights of students which apply to vocational education.			

E. VOCATIONAL COUNSELING	MORE THAN ADEQUATE	ADEQUATE	INADEQUATE
1. Vocational counselors maintain "open minds" by considering a variety of job-training opportunities for priority population students rather than the stereotyped job opportunities of the past.			
2. General counselors in the school/district have an understanding of the special problems and concerns of priority population students.			
3. Counselors and/or resource specialists have developed and implemented a complete information-gathering system and file on students including such data as their qualifications, limitations, medical history, special needs and vocational interests and goals.			
4. Counselors and/or resource specialists are scheduled to be available to assist students.			
5. Counseling and special services offices are centrally located and accessible to all students.			
6. Counselors and/or resource specialists follow up closely with vocational teachers on student progress, and assist in working out the needs and problems of students.			
7. Counselors and/or resource specialists work closely with vocational teachers to identify and correct the behavior and social interaction problems of students.			

1. STUDENT RECRUITMENT	MORE THAN ADEQUATE	ADEQUATE	INADEQUATE
1. A planned effort to recruit priority population students for the vocational program is maintained.			
2. Sending school counselors and career advisors refer potential vocational students who are handicapped to the vocational program.			
3. Special schools serving specific disability students refer potential vocational students to the school/district.			
4. Local community services agencies refer potential vocational students to the school/district.			
5. Handicapped students enrolling in vocational programs in the school/district are told of the special services and materials available (interpreters, readers, equipment) and informed about how these services and materials can be obtained.			
6. Girls and boys enrolling in vocational programs in the school/district are told of all available training opportunities and are provided with information and counseling regarding training occupations that are not traditional for their sex.			

Adapted from How to and Can Do Manual. Project Five, H. II. A joint venture of the California State Department of Education, the California Community Colleges and UCLA Extension. 1980.

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES
	Briefly review the sections of the inventory and suggest that this might be a tool for participants to use in conducting a preliminary assessment of their local retention programs.
	Assign trainees to small groups (three or more people to a group; minimum of two groups). Each group will review a section of the inventory form (we suggest Section-B, Administration, Section-C, Vocational Education Staff, and/or Section-E, Vocational Counseling).
	Ask each group to discuss the issues identified in their particular section of the inventory and assess their school's capability or capacity for addressing these issues.
	The purpose of this exercise is to help familiarize the trainees with the concept of program review and planning and to suggest the validity of involving vocational staff at all levels in this kind of process.
• Report Out	**Trainer Note:** After small groups have finished, reconvene large training group and ask spokesperson to summarize their group's discussion. This will allow trainees the opportunity to identify consensus or disagreement on issues.

SESSION II

SESSION II - ACKNOWLEDGING STUDENT DIFFERENCES AND ENHANCING INDIVIDUAL GROWTH

GOALS

To define the role that attitude plays in blocking or enhancing educational and personal development.

To increase awareness of specific attitudes and behaviors and their relationship to learning styles and individual thought processes.

OBJECTIVES

At the end of this session, participants will be able to:

Identify and discuss "warning signs" of problem students.

MATERIALS

Handouts #1 and 2

Exercises #3 and 4

Transparencies #7 through 16

Newsprint, flip chart stand, magic markers

QUALIFICATIONS

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES
1 hr. 25 minutes: Lectures, Exercises, Group Discussions	Acknowledging Student Differences and Enhancing Individual Growth **Trainer Note:** Lead into lecture on the participation of priority populations in vocational education. For back-up information on priority populations, see Appendix, "The Participation of Priority Populations in Vocational Education."
• Lecture: (15 min.)	Lecture: "The Participation of Priority Populations in Vocational Education" Census counts do not reveal the scope of the problem. Census data do not include children expelled and suspended, truants who elude the Census, non-English speaking children in classes taught in English, handicapped children in inappropriate classes and other children who, for various reasons such as race, economic class and family situation, have been labelled as poor students and therefore receive little or improper attention in school. The purpose of this mini-lecture is to define the term "priority populations" and describe some of the major issues involved in providing equitable services to these groups. Identify Department of Education designation of "priority populations" and describe each group:
• Trans. #7: "Priority Pops."	• Blacks • Hispanics • Limited English proficient • Handicapped • Girls and boys in non-traditional programs Review national and local information about the participation of priority populations in vocational schools. Discuss negative perceptions generally held by priority population students and parents about vocational education:
• Trans. #8: "Negative Perceptions..."	• General pespective that vocational education is for students who are unable to succeed in academic programs. • Concentration of many priority population students in occupational programs characterized by low pay and poor future. • Limited support services: counseling, instructional aides, self-development, self-image, referral system, etc.

PRIORITY POPULATIONS

- Blacks
- Hispanics
- Limited English Proficient
- Handicapped
- Boys & Girls in Non-Traditional Programs

NEGATIVE PERCEPTIONS OF VOCATIONAL EDUCATION

- *"Voc Ed is for under-achievers."*
- *"Minorities end up in training for jobs with low pay and no future."*
- *"I don't want my daughter working in a greasy, dirty shop."*
- *"Handicapped students do better in sheltered learning environments."*

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES
• Trans. #9: "Trends in Enrollment"	Review general trends in enrollment of priority population students in Massachusetts vocational schools. • What might be some of the reasons for heavy concentrations of students in particular occupational areas? • What have been some of the strategies used by Mass. schools to help students look at all available opportunities before they make training choice? • What have been some of the problems faced by priority population students entering a new school environment or a new training area in which they may be "the only one" of their particular group? **Trainer Note:** Transparencies #8 and 9 offer excellent opportunities for large or small group discussion. Use the transparencies as a break during your lecture presentation to discuss trainee perceptions of the related issues. As an alternative to this approach, you may want to break participants into small groups and discuss problem situations that individual trainees may have dealt with in their schools.
• Exercise 3: (10 min.)	Pre-Test: "Coping with a Learning Disability" **Trainer Note:** The purpose of this exercise is to enhance trainees' awareness of the attitudes and behaviors that can be barriers to successful educational development and growth. Hand out a copy of "Coping with a Learning Disability" and ask trainees to work individually on translating the piece.
• Newsprint • Trans. #10: "Answers to Exercise"	**Trainer Note:** After trainees have completed the translation, reveal the unscrambled version of the narrative (Trans. #10) and read it out loud to the group. Generate a discussion about trainees' reactions while they tried to translate the message. • List some of the things that made your reading task more difficult. • List some of your reactions or thoughts as you attempted to read this message. Record trainee comments on newsprint. Review comments again and lead into next lecture.

TRENDS IN ENROLLMENT

- * WHY ARE SOME GROUPS OF STUDENTS CONCENTRATED IN PARTICULAR TRAINING AREAS AND NOT REPRESENTED IN OTHERS?

- * WHAT STRATEGIES HAVE MASSACHUSETTS SCHOOLS USED TO HELP STUDENTS EXPLORE ALL TRAINING OPPORTUNITIES?

- * WHAT ARE SOME OF THE PROBLEMS FACED BY PRIORITY POPULATION STUDENTS WHO ENTER A "NEW" TRAINING AREA WHERE THEY MAY BE THE ONLY MEMBER OF THEIR PARTICULAR GROUP?

EXERCISE #3

AWARENESS EXERCISE: COPING WITH A LEARNING DISABILITY

If you had dyslexia, here's what you'd see:

E ach chilb mitha le ar mimp bisa dilityis a niudiuib uald ut s omeg one ral charact eris tic s bo exist:

ye orsye yas aver ape or ado veanearape lwtel lip ence; so me oft he wo gre nalevt syw gto ws ap pear tod e--bis or ber sof wotor activity; di so r ber sofe wotional ity; b. sor be Rs off bet ception; D i sorbersoF coucegtion; D.S o r be r s o f a tt en tiow; d.s orbers ofwewory.

NOW letsbiscus ssowe of yonr "percegtual grodlews."

1. listsom eo F the things t hat wa bey onrr eab inp t ask wor ebiff ic ult.

2. 1 is tso we o-Ft he thi ng s yon bib t haten ad led yo u tor eab tyis pager.

   Wh atmere so we of yo ur re ac ti ou so rt ho ug tsw hi le att emgt in gtor ea bthis?

T-10

Translation:

EACH CHILD WITH A LEARNING DISABILITY IS AN INDIVIDUAL BUT SOME GENERAL CHARACTERISTICS DO EXIST.

HE OR SHE HAS AVERAGE OR ABOVE AVERAGE INTELLIGENCE; SOME OF THE PREVALENT SYMPTOMS APPEAR TO BE DISORDERS OF MOTOR ACTIVITY, DISORDERS OF EMOTIONALITY; DISORDERS OF PERCEPTION; DISORDERS OF CONCEPTION; DISORDERS OF ATTENTION; DISORDERS OF MEMORY.

NOW, LET'S DISCUSS SOME OF YOUR "PERCEPTUAL PROBLEMS."

1. LIST SOME OF THE THINGS THAT MADE YOUR READING TASK MORE DIFFICULT

2. LIST SOME OF YOUR REACTIONS OR THOUGHTS WHILE ATTEMPTING TO READ THIS.

RALPH HAUSMAN, BRUCE SEYMOUR, ET AL, INCLUDED THIS EXERCISE IN A PRESENTATION MADE AT THE CEC CONFERENCE IN ST. LOUIS, MO. IN 1979, TITLED "DEVELOPING AWARENESS OF HANDICAPPING CONDITIONS AND THE EDUCATIONAL/CAREER RELATED NEEDS ASSOCIATED WITH SUCH CONDITIONS."

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES
	Trainer Note: (Lead into lecture on identifying student attitudes, see Appendix, "Identifying Attitudes and Behaviors: What Are the Warning Signs?")
• Lecture: (20 min.)	Lecture: "Identifying Student Attitudes and Behaviors" Facts do not speak for themselves; rather they are interpreted through the experience and biases of each individual. If we are to begin to understand the basis for working with "different" students, we need to look at each case individually and respond to the individual student's needs. People tend to behave in ways consistent with their attitudes. If we know what someone's attitude is toward an idea, concept or condition, we have a good chance of predicting how that person will respond to it or what the opinion will be on a specific issue. **Trainer Note:** Review transparencies #11-14 to help guide your presentation.
• Trans. #11-12	• Whose attitudes are involved? (vocational educator, parents, peers, community)
	• What attitudes are normally expressed? Attitudinal barriers inhibit an individual's productivity. These barriers exist in a number of forms--barriers made of words, functional barriers, myths and misconceptions, interpersonal barriers.
• Trans. #13: "How Are Attitudes Identified?"	• How are attitudes identified?
• Trans. #14: "Three Component Parts"	Attitudes can be identified by asking people directly how they feel about something, and/or by observing their behavior. If the behaviors that are observed are consistent with a person's expressed feelings toward something, this is probably the best indication of what the individual's true attitude really is.
• Handouts #1 and #2	Vocational educators who hold positive attitudes about working with priority population students inevitably communicate these attitudes to others. Attitudes may be greatly influenced by daily experience. If the experience proves enjoyable and rewarding, a person is likely to develop a positive attitude. If experiences prove to be unprofitable or unenjoyable, the attitude is likely to be negative.

ATTITUDES & BEHAVIORS

- ➘ What is an "attitude"?
- ➘ Whose attitudes are involved?
- ➘ What attitudes are normally expressed?
- ➘ How are attitudes identified?

ATTITUDE = The way a person views the world; a system of beliefs, values and tendencies to act in certain ways.

Our attitude affects the way we react toward others and the scope and nature of our interaction with others.

HOW ARE ATTITUDES IDENTIFIED?

- Can be associated with particular tendencies to behave
- Can be expressed verbally
- May be greatly influenced by daily experience
- Can be intensified by the "Affective" or feeling aspect of experience

Attitudes are comprised of 3 component parts

Emotions → Beliefs → Actions

BARRIERS TO BE AWARE OF

Source of Barrier	Nature of Barrier
Barriers within society ⇨	APATHY AND INDIFFERENCE DUE TO LACK OF KNOWLEDGE AND AWARENESS RELUCTANCE TO EMBRACE THOSE WHO ARE DIFFERENT AND TO PART WITH STEREOTYPES TENDENCY TO FOCUS ON INABILITIES RATHER THAN ABILITIES STRUCTURAL BARRIERS: INACCESSIBLE BUILDINGS, LACK OF PUBLIC TRANSPORTATION, "NO BATHROOM" INADEQUATE PUBLIC LEADERSHIP PROMOTING THE PARTICIPATION OF PRIORITY POPULATIONS
Barriers within the helping system ⇨	COMPETING DEMANDS FOR ATTENTION, TIME, DOLLARS, AND PRIORITY STATUS LACK OF INTER-AGENCY/SCHOOL DISTRICT COOPERATION, COORDINATION AND PLANNING LACK OF KNOWLEDGE ON THE PART OF PROGRAM ADMINISTRATORS, GUIDANCE COUNSELORS AND INSTRUCTORS REGARDING STUDENT NEEDS INSUFFICIENT USE OF PRIORITY POPULATION STUDENTS AND PARENTS IN PLANNING PROGRAMS AND SERVICES INADEQUATE PRESERVICE AND INSERVICE STAFF DEVELOPMENT LACK OF AWARENESS OF AVAILABLE SUPPORT SERVICES WITHIN THE SCHOOL DISTRICT AND THE COMMUNITY AT LARGE

H-2

SOME QUESTIONS TO ASK ABOUT STUDENT NEEDS

Physical Needs

- IS STUDENT GETTING ADEQUATE AMOUNT OF UNDISTURBED REST?
- DOES STUDENT HAVE ADEQUATE DIET, PHYSICAL ACTIVITIES AND BODY STRUCTURE?
- HAS STUDENT HAD PROFESSIONAL DENTAL EXAMS, EYE EXAMS, GENERAL PHYSICAL HEALTH EXAMS?
- DOES STUDENT HAVE ADEQUATE/SAFE HOUSING?
- DOES STUDENT UNDERSTAND IMPORTANCE OF SAFETY DEVICES WHEN USING EQUIPMENT, MACHINERY?

Social Needs

- DO FAMILIES TAKE ACTIVE INTEREST IN STUDENT ACHIEVEMENTS?
- DOES STUDENT PARTICIPATE WILLINGLY IN GROUP ACTIVITIES?
- IS STUDENT'S BEHAVIOR ACCEPTED BY PEERS?
- DOES STUDENT HAVE A GROUP OF FRIENDS?
- DOES STUDENT PARTICIPATE IN EXTRACURRICULAR ACTIVITIES AT SCHOOL OR IN THE COMMUNITY?

Emotional Needs

- CAN STUDENT TAKE A JOKE?
- DOES STUDENT HAVE SENSE OF HUMOR?
- DOES STUDENT HAVE HEALTHY OUTLOOK ON LIFE?
- DOES STUDENT HAVE FREQUENT HEADACHES OR HEALTH PROBLEMS?
- DOES STUDENT OVERREACT WHEN DISAGREED WITH (I.E., CRIES, HITS THINGS, ETC.)?

Educational Needs

- WHAT DOES STUDENT ASPIRE TO BE?
- DOES STUDENT ENJOY SCHOOL WORK?
- DO PARENTS REINFORCE STUDENT ACHIEVEMENTS?
- WHAT READING LEVEL HAS STUDENT ACHIEVED?
- WHAT MATH CONCEPTS DOES STUDENT POSSESS?
- WHAT STUDY SKILLS HAS STUDENT MASTERED?

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES
- Exercise #4:(25 min)	**Trainer Note:** Review Handouts #1 and 2 with large group. Ask questions, additions. Move into Exercise #4. Small Group Exercise: Student Case Histories The more information one has on which to base an attitude the firmer that attitude will be and the harder it will be to change it. We need to understand that certin student behaviors may be "warning signs" of particular attitudes that a student may hold about his or her education, reaction to authority/discipline, relationships with peers, etc. Participants will break into small group. Referring to Trans. #15, participants will select two of the "Problem Areas That Affect Learning" and discuss them in terms of student characteristics they have observed in their counseling, teaching or other direct student experience. The purpose of this exercise is to allow small groups the opportunity to discuss in as much detail as possible the significant issues that they face in working with students.
- Trans. #15: "Problem Areas That Affect Learning"	**Trainer Note:** If some participants in the small groups have had no experience with the problems being discussed, encourage them to share their perceptions and reality-test them against the experiences of others in the group.
- Trans. #16: "Attitudinal Barriers"	Have trainees use newsprint and magic markers to record observations. Small groups need not be asked to report out to the larger group.

EXERCISE #4

Time: 20 minutes

Participants will break into small groups. Referring to Transparency #15, "Problem Areas That Affect Learning," participants will select two of these issues to discuss student/client characteristics they have observed in their counseling, teaching or other direct student experiences.

The purpose of the exercise is to allow small groups the opportunity to discuss in as much detail as possible the significant issues that they face in working with students.

If some participants in your group have had no experience with the student group being discussed, they should be encouraged to present their perceptions and reality-test them against the experiences of others in the group.

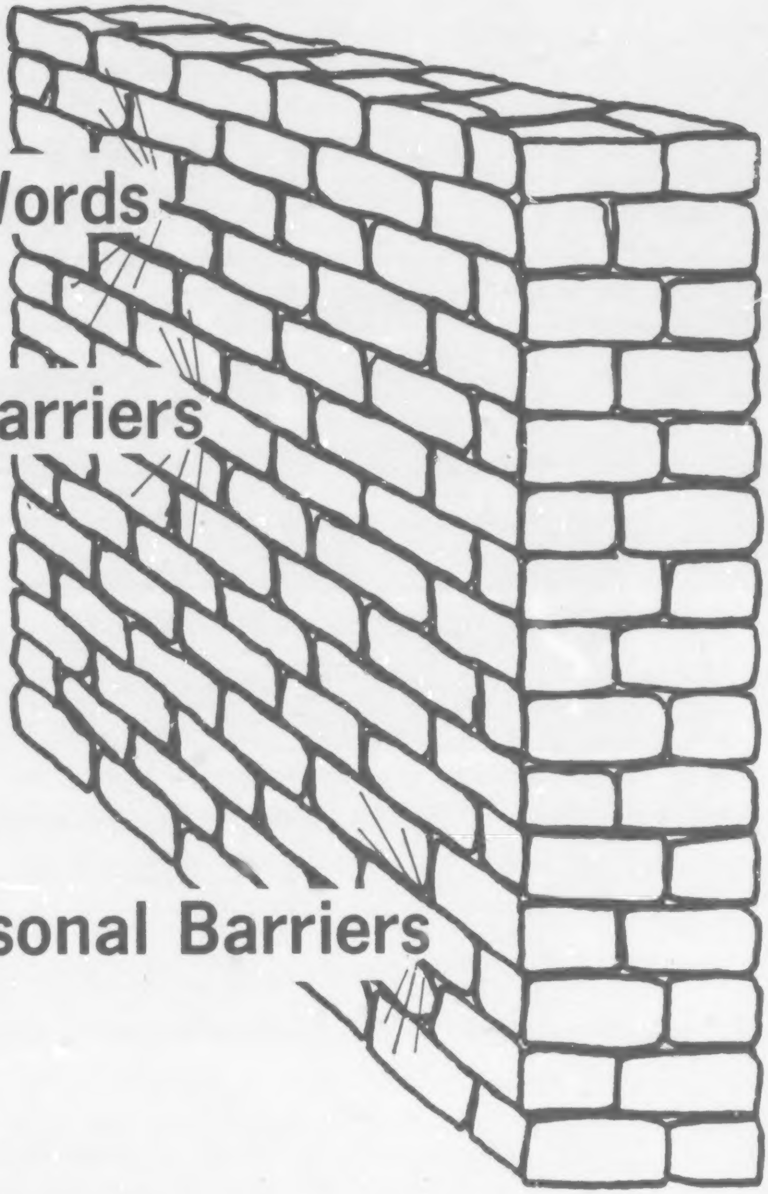
Use newsprint and magic markers, if you like, to record your observations.

Small groups will not be asked to report out to the larger training group.

PROBLEM AREAS THAT AFFECT LEARNING

- NEGATIVE ATTITUDES
- POOR ATTENDANCE
- DELINQUENCY & REBELLION AGAINST AUTHORITY
- LOW LEVELS OF ASPIRATION
- NEGATIVE SELF-IMAGE
- DIFFICULTY WITH MANUAL DEXTERITY
- LACK OF SELF-CONFIDENCE
- DIFFERENCE IN LEARNING STYLES

ATTITUDINAL BARRIERS



Barriers of Words

Functional Barriers

- Apathy
- Paternalism
- Fear, discomfort
- Curiosity
- Stereotyping
- Fear of change

Interpersonal Barriers

SESSION III

SESSION III - UNDERSTANDING AND WORKING WITH PRIORITY POPULATIONS

GOALS

To identify and describe specific learning behaviors of priority population students and recommend approaches for working successfully with these groups.

To develop trainees' awareness regarding priority population students.

To introduce the concepts of "self-image," multi-cultural/multi-ethnic education," "cross-cultural counseling," "mainstreaming" and "Assertiveness training."

OBJECTIVES

At the end of this session, participants will be able to:

Identify significant differences between approaches to working with priority population students and mainstreamed students.

Identify and compare real work situations of trainees regarding relationships with priority population students.

MATERIALS

Handout #3

Exercises #5 and 6

Transparencies #17 through 26

Newsprint and enough flip chart stands and magic markers so that each small group has one

Masking tape

QUALIFICATIONS

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES
2 hours: Lectures, Exercises, Group Discussions	Understanding and Working with Priority Populations **Trainer Note:** The purpose of this unit is to review in more detail the significant characteristics of priority populations and the implications for change/adaptation of the "traditional" learning environment in order to meet the needs of these students successfully. The unit is comprised of three lectures and several paper and pencil quizzes and is summed up in a small group exercise examining student-teacher/student-counselor relationships.
• Exercise: #5: (15 min.)	Pre-Test: "A Multiethnic Evaluation Checklist" **Trainer Note:** Hand out pre-test and ask trainees to complete test individually.
• Newsprint: 15 minutes	After trainees have completed test, review answers with group, asking for show of hands in response to each test question. Record answers on newsprint and make appropriate comments about what trainees' answers indicate in terms of groups' perceived strengths and weaknesses. Lead into lecture on working with diverse racial and ethnic groups in an educational setting. **Trainer Note:** For more background information, see the following articles in the Appendix: Importance of Multi-Ethnic Education, Counseling Priority Population Students, and Identifying the Disadvantaged Learner.
• Lecture: 30 minutes	Lecture: "Working with Students from Diverse Racial and Ethnic Groups" James Banks defines multicultural/multiethnic education as a process designed to bring about changes in the total educational environment so that students from diverse racial and ethnic groups will experience educational equity. Since multiethnic education is a concept with wide boundaries, we must examine the total educational environment to determine whether a school is multiethnic.

EXERCISE #5

ASSESSING YOUR TOTAL SCHOOL ENVIRONMENT
A Multiethnic Evaluation Checklist

	Strongly ⟷ Hardly At All			
1. Does school policy reflect the ethnic diversity of the local area and American society in general?				
2. Is the total school culture multiethnic and multiracial?				
3. Do the learning styles favored by the school reflect the learning styles of the students?				
4. Does the school reflect and sanction the range of languages and dialects spoken by the students and within the larger society?				
5. Does the school involve parents from diverse ethnic groups in school activities, programs and planning?				
6. Does the counseling program of the school reflect the ethnic diversity of the local area and American society in general?				
7. Are the testing procedures used by the school multiethnic and ethnically fair?				
8. Are instructional materials examined for ethnic and racial bias?				
9. Are the formalized curriculum and course of study multiethnic and multiracial? Do they help students to view events, situations and concepts from diverse ethnic perspectives and points of view?				
10. Do the teaching styles and motivational systems in the school reflect the ethnic diversity of the student body?				
11. Are the attitudes, perceptions, beliefs and behavior of the total school staff ethnically and racially sensitive?				
12. Does the school have systematic, comprehensive, mandatory and continuing multiethnic staff development programs?				
13. Is the school staff (administrative, instructional, counseling, and supportive) multiethnic and multiracial?				
14. Is the total atmosphere of the school positively responsive to racial, ethnic and language differences?				
15. Do school assemblies and holidays reflect ethnic and racial diversity?				
16. Do the bulletin boards, physical education program, music and other displays and activities in the school reflect ethnic and racial pluralism?				

Adapted from James A. Banks, "Multiethnic Education and School Reform," Education in the 80s: Curricular Challenges. National Education Association, 1981. pp. 121-122.

Trainer Note:

- Define multicultural and multiethnic
- Describe Banks' multiethnic education process
- Identify the variables involved in defining a school's level of multiethnicity

In order to better understand the concerns and influence on a student's ability to succeed in school, we should supplement what we know about their school environment with additional information about the environment in the community and the home. A number of researchers have documented the mismatch between the general learning environment of a school and the linguistic and cultural characteristics of ethnic minority students.

Trainer Note: Review importance of family and significant other influences of Blacks, Hispanics, limited English speaking.

As Banks notes, "The educational environments of most schools are more consistent with the learning patterns and styles of Anglo-American students than with those of ethnic minority students." Some research suggests that the patterns of mental abilities differ among various ethnic groups as well.

Ethnic minority youths differ from mainstream youths in their cognitive styles as well as motivational systems and styles. Most teachers have cognitive styles that match those of Anglo-American students, and most of the techniques used by teachers to motivate students often fail to motivate ethnic minority youth.

Trainer Note: Show transparency #17 here.

You can play a vital role in meeting the learning and development needs of priority population students. The degree of counselor or teacher effectiveness might be measured by several variables:

- Trans. #17: "Teacher/Counselor Effectiveness"

- commitment
- sensitivity
- cultural awareness
- positive regard
- aggressiveness
- feeling of acceptance of the student

TEACHER/COUNSELOR EFFECTIVENESS

- * Commitment
  - * Sensitivity
    - * Cultural Awareness
      - * Positive Regard
        - * Aggressiveness
          - * Ability to make Student feel Accepted

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES

The urban school system needs to absorb racially and culturally diverse students while dealing with emotional and personality difficulties which interfere with learning on the part of these students. Unfortunately, the counselor or teacher may try to assist students with special needs in adjusting to the school while placing too much responsibility for change with the child.

Alternative educational programs have been developed to reach the large number of students in the traditional school programs who are alienated, disruptive or indifferent. In particular, three models for alternative counseling of disadvantaged students have been developed by minority counselor educators. These models stress an understanding of the cultural differences many students experience in order to foster their ability to succeed in the larger culture.

- Trans. #18-21: "Counseling Models"
  - "Systemic"
  - "Transcendent"
  - "Stylistic"

Trainer Note:

- Define and describe elements of three counseling models:
  - systemic counseling
  - transcendent counseling
  - stylistic counseling

Concerns in Counseling Priority Populations[1]

In working with disadvantaged and minority students in particular, counselors must recognize the needs and characteristics of the group, including the cultural backgrounds of the community and the effects of poverty on individual students in each cultural group.

By recognizing the particular strengths of these priority populations, counselors can help to integrate these students into the educational system. Gordon (1963) has identified certain learning abilities that priority populations may possess but which often go unrecognized or untapped in the schools:[2]

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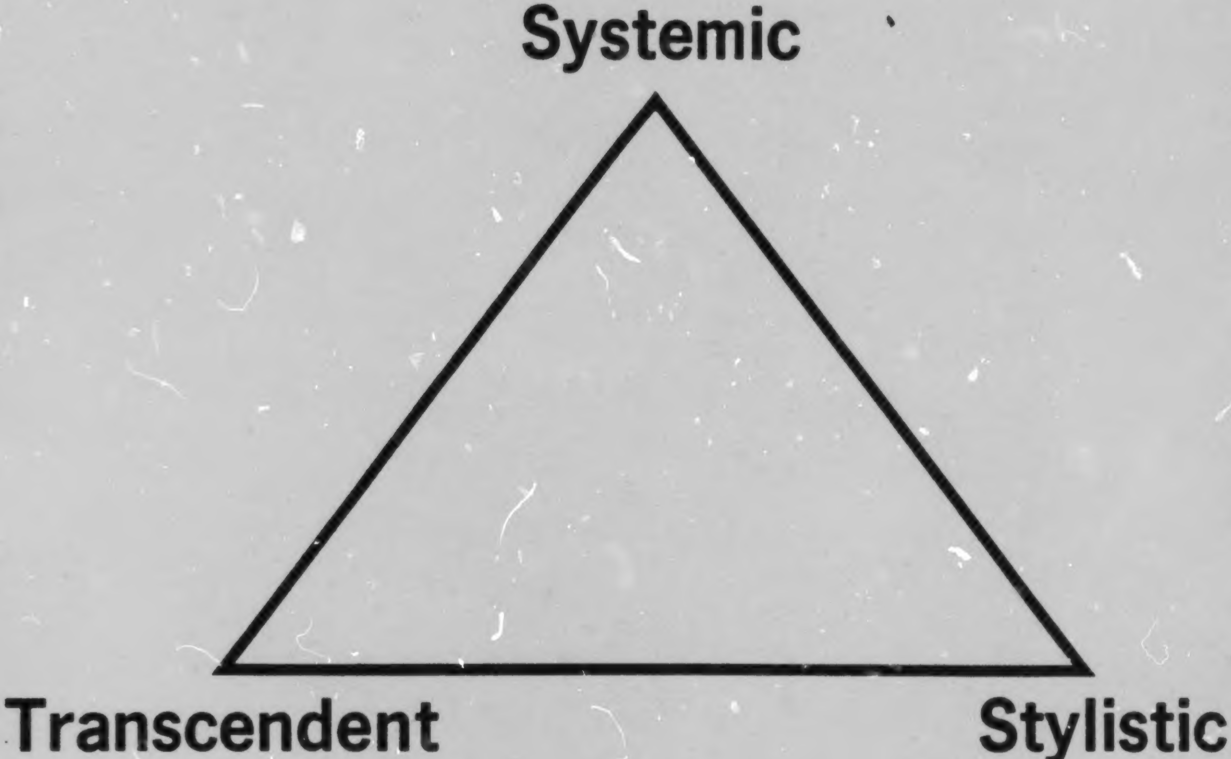
[1] Adapted from: Thelma Lennon. Guidance Needs of Special Populations. Information Series No. 145. NCRVE, Ohio State University: 1979. pp. 12-15.

[2] Ibid. p. 8.

COUNSELING MODELS



Systemic

Transcendent

Stylistic

Systemic Counseling Promotes :

- Sensitivity to client's feelings
- "Positive Attention" to client's needs
- Counselors as advocates & consultants
- Understanding of relationship between personal problems and systemic issues/ problems
- Integration of knowing, feeling, doing
- Client goals based on expressed needs, interests & realistic outcomes
- Client growth & development
- Understand sources of "power" and how to use them

TRANSCENDENT COUNSELING

Focus on changes that:

- Are psychological and physical
- Effect client's lifestyle
- Are long-range rather than short-range
- Are permanent rather than temporary

The counselor becomes teacher, social model, motivator

STYLISTIC COUNSELING

- COUNSELOR AWARE OF HISTORY, CULTURE
- UNDERSTANDS CLIENT NEEDS, PROBLEMS, ASPIRATIONS
- EXHIBITS CARING, CONCERN; WORKS TO GAIN CLIENT TRUST
- MINIMIZES CLIENT USE OF "I CAN'T"; EMPHASIZES USE OF "I CAN"
- HELPS BUILD CLIENT SELF-IMAGE
- SOLICITS/CONSIDERS FAMILY CONCERNS, SUGGESTIONS

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES

1. They are creative, motivated and proficient in areas where their interests lie.
2. They are capable of working well and hard on a specific task or assignment which has a purpose for them, for example, taking courses which will result in a job or scholarship leading to a career.
3. They have a capacity for close and loyal personal relationships. This is especially true of relationships with their peers.
4. Unusual experiences make a deep impression on them, as they do on all children.
5. The mental associations they make with familiar objects often differ from those usually made by the general public.
6. They may be slow to make nonpersonal references. They believe only what they can see, feel and prove.

Identifying and working with students who cannot cope with the demands of school is not a job for the counselor, the administrator or the teacher alone. Individual concern and attention to the student, together with skillful guidance and counseling, can mean the difference between a continued sense of hopelessness and the desire to give education another chance.

To deal appropriately with these priority populations, the counselor should:[3]

1. Show interest in the student by exhibiting patience, being available when needed and not giving up.
2. Establish a rapport with the student. This may involve working on home problems with parents, being realistic in advice and helping the student to develop his or her own values.

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[3] Ibid. p. 15.

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES

3. Develop skill in "hearing" nonverbal communications. This comes from working directly with the student, seeking out information about the home environment and being aware of the influences which affect the student's outlook.

4. Work with the teachers to discover the student's qualities which should be encouraged and developed.

5. Work with teachers to improve the student's self-concept.

6. Be perceptive to preventive action that should be taken to forestall punitive action.

7. Work with teachers in formulating a curriculum which the student can handle.

8. Help orient students to cooperative work programs; assist them in adjusting to their work duties, and keep in contact with their employers.

9. Provide guidance and counseling for out-of-school young people, both graduates and dropouts.

10. Use group counseling techniques where feasible and applicable.

11. Provide a regular program of individual counseling.

12. Assist in job placement.

13. Establish contact with social and community agencies and refer students or their families to those agencies which can handle their specific problems.

14. Participate in inservice training courses .

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES
• Trans. #22: "Guidance Counseling"	**Trainer Note:** Using transparencies #18-21, review the issues with large group, then break into small groups and have them identify and describe specific approaches that counselors, administrators and instructors have used successfully in working with students. Have small groups develop individual lists of those approaches. After 20 minutes, re-convene large group and compare group perspectives. The following questions might be used to guide the discussion. 1. What would you say to someone who suggested that the teacher's only function is to present subject matter to students? 2. How do you determine when a conference is needed? 3. How do you decide when a referral to another professional is warranted? 4. Why might you refer a student to a school counselor or other specialist rather than handle the problem yourself? 5. What referral services do you use? 6. What approaches and techniques have you found to be helpful? 7. What are some of the major differences in the way you might conduct a conference on a personal problem and the way you might conduct a conference on educational and career planning? **Trainer Note:** For more background on this lecture see the following articles in the Appendix: Techniques for Mainstreaming and Providing Additional Support.
• Lecture: 20 minutes	Lecture: "Mainstreaming Handicapped Students" Handicapped students are participating in vocational education programs at an increasing rate each year, but for some people there is cause for concern that placements are occurring at a pace faster than vocational schools are prepared to handle.

Guidance Counseling

- → Helps student clarify values, goals
- → Helps student understand nature and purpose of education
- → Provides student with accurate information
- → Helps student plan educational program
- → Informs student about progress
- → Identifies resources to meet student's needs

TIME, MEDIA, & MATERIALS

OUTLINE OF TRAINING ACTIVITIES

After a decade of legislation requiring vocational education's involvement in teaching handicapped persons, the pressure continues to "do more" in helping to prepare youth for the world of work.

Often our first exposure to handicapped people is the first day that such a student enters the classroom. Students and teachers need to be prepared for the experience just as the handicapped student must prepare to enter a new learning environment.

Trainer Note: Using Transparencies #23 and #24 and the handout on characteristics, generate discussion on the following issues:

- Trans. #23: "Who Is Involved in Mainstreaming?"
- Handout #3: "Characteristics Teachers Should Be Aware Of..."

- What are some of the specific problems administrators, counselors and instructors face in working with handicapped students?
- What are parental and community attitudes toward mainstreaming handicapped youth?
- What are some of the issues involved in preparing non-handicapped youths to work with handicapped students in the classroom?

- Transparency #24

Review some of the major stereotyped characteristics that we generally assign to handicapped students and contrast these with questions we should ask ourselves:

Handicapped Students Are:	Question
• Emotionally immature	• When was the last time I slammed the door in anger?
• Undependable	• When was the last time I was late to or forgot a meeting?
• Prone to need immediate gratification	• When was the last time I bought on credit?
• Slow	• When was the last time I said, "I don't understand"?

WHO IS INVOLVED IN MAINSTREAMING?

- The Handicapped Student
- The Parents & Community
- Administrators, Counselors, Instructors
- Non-Handicapped Students

CHARACTERISTICS THAT TEACHERS SHOULD BE AWARE OF AS THEY WORK WITH HANDICAPPED STUDENTS*

The following characteristics are not absolute in diagnosing handicapping conditions. This is not their purpose.

The purpose of this list is to aid administrators, counselors and teachers in recognizing potential problems before they become too advanced. These characteristics may be indicative of problems if they are repeatedly observed. Many of these characteristics may also occasionally be found in non-handicapped students as well.

CONDITION	CHARACTERISTICS
Emotional	• Difficulty forming interpersonal relations • Low frustration level • Inappropriate behavior • Short attention span, easily distracted • Continually demands attention • Regularly disrupts class • Overly active/hyperactive • Refuses to participate with peers in group situations • Socially aggressive • Overly inhibited (shy, withdrawn, timid, seclusive...) • Disorganized, unstable, unpredictable
Learning Disabled	• Poor self-concept • Disorganized • Impulsive • Immature • Lacks perseverance • Frequently develops emotional problems • Difficulty with computation skills • Difficulty with reading • Difficulty with spoken/written language • Wide discrepancies between ability levels and performance levels

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*Adapted from Southeast Network for Curriculum Coordination. Resource for Teachers of the Handicapped in Vocational Education. Mississippi State University Research and Curriculum Unit for Vocational-Technical Education. Mississippi; 1979. pp 12-17.

Learning Disabled (continued)	• Performs inconsistently • Slow to finish work • Often loses place when reading • Substitutes words which distort meaning ("when" for "where") • Misunderstands oral directions • Has difficulty beginning or completing tasks • Auditory perception problems • Visual perception problems • Poor coordination • Hyperactive • Attention disorders
Health Impaired	• Often tired or frail, easily fatigued • Frequently absent due to health problems • Often restless, overactive • Often hungry and thirsty • Subject to frequent colds • Breathless after physical exertion • Complains of chest pains after physical exertion • Very inattentive
Hearing Impaired	• Seems always inattentive • Fails to respond to questions • Ignores, confuses or doesn't respond to directions • Constantly daydreams • Appears lazy or dull • Asks to have words/questions repeated • Leans forward when spoken to • Displays repeated inability to hear in a group • Has unusually loud or weak voice • Poor articulation • Difficulty locating sound direction • Omits sounds from speech • Social difficulties • Withdraws from group
Speech Impaired	• Speaks too fast or too slow • Speech pattern interferes with ability to function "normally" • Doesn't speak distinctly • Lacks sufficient volume to be heard or understood

Speech Impaired (continued)	● Omits sounds from words ● Difficulty making sounds come out ● Adds to words ● Distorts words ● Substitutes one letter for another ● Social adjustment problems ● Lisps, stutters
Visually Impaired/ Blind	● Mobility problems ● Akward appearance/gait ● Squints, holds objects near eyes ● Overly sensitive to glare or bright light ● Difficulty focusing on visual objects or stimuli ● Writes erratically ● Complains of dizziness, headaches, nausea on completing close eye work ● Crossed eyes ● Blinks frequently and may become irritable when doing close work ● Rubs eyes excessively, frowns, attempts to brush away blurs
Slow Learner/ Mentally Retarded	● Short attention span ● Slow in responding ● Poor retention ● Difficulty verbalizing thoughts ● Difficulty in attacking problems ● Poor observation skills ● Difficulty in making associations ● Difficulty in making generalizations ● Poor work habits ● Below average motor skills ● Below average academic functioning ● Performs poorly on verbal/non-verbal intelligence tests ● Limited experiences ● Narrow range of interests ● Tendency to set unrealistic goals ● Low frustration tolerance ● Needs immediate gratification ● Needs sense of trust ● Dislikes school

HANDICAPPED STUDENTS ARE:	*QUESTION*
Emotionally Immature	• **When was the last time I slammed the door in anger?**
Undependable	• **When was the last time I was late to or forget a meeting?**
Prone to Need Immediate Gratification	• **When was the last time I bought on credit?**
Slow	• **When was the last time I said, "I don't understand"?**

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES
	Trainer Note: For more information on this lecture, see Appendix.
- Lecture: 20 minutes	Lecture: "Introducing Students to Non-Traditional Vocational Training" Findings from a variety of studies into non-traditional training experiences indicate that while many students were fully supported during their non-traditionl enrollment, others had to withstand not only in-school problems, but a variety of outside pressures as well.
- Trans. #25: "Recruitment, Retention, Job Success"	Although almost all non-traditional enrollees experienced problems, most rarely or never considered dropping out. By itself, this information might be interpreted as evidence that the problems faced by non-traditional students are rather insignificant. However, two alternative explanations seem to emerge from the data:
- Trans. #26: "4 Approaches to Coping"	Ultimate success of these trainees, however, does not mean that early difficulties can or should be overlooked. In fact, attrition from non-traditional shops because of early problems reinforces the need to develop ways of alleviating these problems. The AIR study, You Want To Be A WHAT? Sex Equity in Massachusetts Vocational Programs, identifies four approaches used by non-traditional students to cope with their problems; • Dropping out • Talking it out • Acting out • A taste of the same medicine As students worked to reconcile their problems, their teachers fulfilled an important role as counselor, spokesperson, disciplinarian and buffer. Ultimately, some combination of good coping, unwavering determination and support of others resulted in successful completion of non-traditional programs. **Trainer Note:** Describe reasons for non-traditional trainee "survival" and generate discussion with large group regarding specific experiences they have been involved in.

RECRUITMENT		RETENTION		JOB SUCCESS	
OUTREACH	CAREER EXPLORATION	ENROLLMENT	TRAINING	PLACEMENT	FOLLOWUP
Brochures Posters Newsletters Presentations Newspapers Radio and TV Mailings Press releases Advertisements Role models	Courses Workshops Presentations Hands-on tryouts Audiovisuals Printed materials Industry tours Open house events Role models	Assistance with - Financial aid Child care Transportation Assistance with - Forms Procedures	Assistance with - Financial aid Child care Transportation Math help Resolving the "introductory course problem" Dealing with other instruction-related problems Physical fitness training Assertiveness training Counseling Dealing with - Family opposition Tokenism Sexual harassment Racism Support groups Role models	Assistance with - Child care Transportation Contacts with employers Networking Interview preparation Instruction in legal rights Support groups Role models	Contacts with NTO women Contacts with employers Support groups

4 APPROACHES TO COPING

1. Talking it out
2. Acting out
3. Giving a taste of the same medicine
4. Dropping out

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES
	As an alternative to this general discussion, handout quotes from NTO students describing their experiences and use these to generate discussion around the specific problem identified in the quote. (For excellent examples of quotes, see AIR study, You Want To Be A What!
• Exer. #6: (20 min.)	Small Group Exercise: "Examining Counselor-Student Relationships"
	Given information on some of the differing needs of individual students, trainee groups will select a case situation and discuss (1) what the problem is (2) what additional information must be obtained about the student (3) what type of conference situation should be set up for the student and (4) what actions should be taken following the conference.
• Newsprint, stand and magic markers for each group	**Trainer Note:** The purpose of this exercise is to allow small groups the opportunity to discuss in as much detail as possible the significant issues that they face in working with their students.
	At the end of the case review, the trainer will re-convene the large group and a representative from each small group will be asked to report on his or her group's findings.

EXERCISE #6

Activity

Read the following Case Situations describing incidents which require the teachers involved to gather additional information about students and to hold some sort of conference. After reading each situation, **outline in writing** (1) what the problem is, (2) what background information is needed and how this information can be obtained, (3) what type of conference should be held, with whom, to obtain what information, and (4) what actions should be taken by the teacher following the conference.

CASE SITUATIONS

Case Situation 1: Amy Larson

Ms. Richards is the supervisor of Cosmetology in Larabee Vocational School. As part of her cosmetology program, the services of the students are available one day a week to community members who are charged only for the cost of materials. This system provides her students with actual work experience.

She has just finished soothing a very angry customer who had come in to have her hair done. The customer said that Amy Larson, the student who had fixed her hair, had done a poor job of combing out the set. She also stated that Amy had been "sassy" when she, the customer, had complained about the set. Ms. Richards is quite perplexed by this customer's remarks since Amy is a good student and this is the only time someone has complained about her.

Case Situation 2: Mark Rodgers

Mark Rodgers is currently doing his occupational work experience in the produce department of a large supermarket. He recently lost his OWE job pumping gas at a service station because his mother had gone to the station manager twice and complained. She had stated that she did not feel that Mark should be working out-of-doors in bad weather. The station manager called the program coordinator and asked that Mark be replaced.

Now Mark's mother has called both the store manager and the coordinator to complain that she feels Mark is lifting heavier crates and cartons than is good for a boy his age. The employer has in turn called the coordinator.

Case Situation 3: Todd Jasper

Todd Jasper is an eleventh grade vocational student whose major interests and hobbies are in the area of electronics. He often stays after school to clean up the shop and work on a project, the assembling of a hi-fi system, with which the teacher is giving some help and advice.

Todd is a below average student in all areas other than electronics. His grades are barely passing in math, English, and social studies. His parents, both college graduates, are in comfortable circumstances.

Todd, in one of his after-school sessions, talks with the teacher about his educational and vocational plans. He says that he intends to go to college and plans to become an electronic engineer.

Reprinted with permission from the National Center for Research in Vocational Education. Guidance: Gathering Student Data Through Personal Contacts. Professional Teacher Education Module Series, Module F-2. Ohio State University: 1977.

Case Situation 4: Allan Parker

Allan Parker is a first-semester senior student in vocational agriculture. Allan lives on a 200-acre farm a few miles from the school. Farm income is derived from dairy cattle and cattle feed crops. Allan's four-year Occupational Experience Program involves a ten percent share in a sixty-cow herd on the home farm.

Allan had been a well-above-average student until his senior year. He has a late model car and drives it to and from school instead of riding the bus. He has cut class several times in the last few weeks and has been late quite frequently. His excuse is always the same—that he has had to work late the night before and consequently overslept.

His vocational agriculture class is the first in the day. He does very well when he studies, but frequently fails to hand in assignments on time and is not keeping his record book up to date. The record book is an important part of his Occupational Experience Program and involves keeping an accurate record of expenditures and profits in his program.

Allan is working nights at a fast food restaurant. He says he is working to save money for college. He plans to go to the state university to continue his studies in agriculture. There are farm chores related to his Occupational Experience Program that he must complete before leaving school. The teacher is concerned because his grades are slipping and this may affect his college plans. The teacher also feels the need for a firsthand check on the status of his Occupational Experience Program.

ANSWERS TO EXERCISES

Feedback

MODEL ANSWERS

Case Situation 1: Amy Larson

1. **What is the problem?**

   A customer has made a complaint about Amy's work and reaction to criticism.

2. **What background information on Amy and on this situation does Ms. Richards need? Where can she obtain this information?**

   Ms. Richards needs to meet with the customer to find out the customer's version of what happened—what, exactly, gave her the impression that Amy was being "sassy"? In addition, she ought to discover what the customer expects from students in training (her expectations may be unrealistic), and what her previous experience has been with school trainees, if any. In other words, she needs to investigate to what extent the customer herself contributed to the problem.

   As her teacher, Ms. Richards should have been observing Amy all along, and therefore should know (1) the quality of her work, (2) her attitude toward criticism or suggestions, (3) the nature of her relationships with customers, (4) her personal appearance and grooming, etc.

   In addition, Ms. Richards should have on file, or should have access to, information pertaining to Amy's grades, class attendance record, work in other classes, etc. This sort of information can give her a clue as to whether this episode was just an isolated incident (everyone has a bad day once in a while), or part of a pattern.

3. **What type of conference should be held? . . . with whom? What information should Ms. Richards plan to obtain during the conference?**

   Ms. Richards needs to schedule a teacher-student conference with Amy. Aside from checking her "mental" and actual records on Amy and speaking to the customer, Ms. Richards needs to develop some questions to elicit certain information during the conference. It is probably unncesssary (and unwise) to write these questions down, but she should know in advance that she will be (1) asking for a description of the incident from Amy's point of view, (2) discussing whether Amy feels the complaint was justified, (3) discovering whether any unusual circumstances (e.g., problems at home or at school) caused Amy's reaction, (4) eliciting suggestions from Amy as to ways to rectify the situation, and (5) discussing Amy's attitude toward her chosen vocation.

   In addition, Ms. Richards should decide in advance what information or insight she wants Amy to gain from the conference: e.g., the importance of good customer relations to a cosmetologist.

4. **What action should Ms. Richards take following the conference?**

   Ms. Richards should continue to observe Amy to note any recurrence of the behavior. If the conference seems to justify it, she might start an anecdotal record on Amy, or have a discussion with the counselor, or with Amy's parents. The actions she takes will depend on what she learns during her talk with Amy.

Case Situation 2: Mark Rodgers

1. **What is the problem?**

   The student's occupational work experience program is being jeopardized by an over-protective mother.

2. **What background information on Mark and on this situation does the coordinator need? Where can the coordinator obtain this information?**

   The coordinator needs to make certain that Mark's mother is, in fact, being over-protective. Is Mark unable to handle the jobs on which he has been placed? The most obvious source of this information is the employers for whom Mark has worked. These people should be contacted and asked questions such as: How has Mark performed on the job? What has been his attitude toward performing assigned tasks? How is his attendance and punctuality?

Another source would be the coordinator himself/herself. Mark's performance on jobs and behavior in class as observed by the coordinator could indicate Mark's ability and attitude.

A third source would be Mark's cumulative records, from which the coordinator can obtain information about Mark's health record, attendance record, and home situation. He/she could check any anecdotal records in the folder, and examine any records of communications between the school and Mark's mother.

3. **What type of conference should be held? . . . with whom? What information should the coordinator plan to obtain during the conference?**

   Having gathered information pertaining to Mark's performance, ability, and attitude, the coordinator needs to obtain additional information during a home visit or in-school conference with Mark's mother. For example, he/she will want to discuss with Mark's mother the reasons for her concern about Mark's health and ability to perform physical tasks. Are there any physical conditions not on record at school that would necessitate restricting his activities?

   If not, the coordinator will probably want to be prepared to (1) review with Mark's mother the purposes and benefits of the occupational work experience program, (2) point out the danger of unwarranted parental interference, (3) suggest that she bring any future concerns to the coordinator rather than to the employer, and (4) review with her the Child Labor Laws and their enforcement. Naturally, the coordinator should be mentally prepared to establish rapport with Mark's mother, and to observe the home situation (if he/she felt a home visit was warranted) without making any obvious judgments.

4. **What action should the coordinator take following the conference?**

   If the contact has resulted in improved understanding between Mark, Mark's mother, and the coordinator, then a call or a note to Mark's mother to assure her of the coordinator's continued interest and concern would be in order. Whatever the result, the coordinator should call the employer to clarify the situation and discuss Mark's future on the job.

Case Situation 3: Todd Jasper

1. **What is the problem?**

   The student's educational and vocational aspirations appear to be higher than his academic potential.

2. **What background information on Todd and on this situation does the teacher need? Where can the teacher obtain this information?**

   The teacher already has some information about Todd's work in other subjects, but he/she also needs to review Todd's cumulative records to obtain specific information on his grades, standardized test scores, interests and hobbies, and educational and vocational aspirations. With this information the teacher can intelligently discuss Todd's seemingly unrealistic plans with the counselor.

   Other teachers could provide information on Todd's attitude and achievement in their classes. Through observation, the teacher already has firsthand information on Todd's performance in the electronics shop and in related instruction. With this kind of information, the teacher can put the counselor "in the picture" as regards Todd and his plans, and be prepared to ask pertinent questions.

3. **What type of conference should be held? . . . with whom? What information should the teacher plan to obtain during the conference?**

   The teacher needs to schedule a teacher-counselor conference, and to outline, perhaps in writing, the kinds of information he/she is seeking from the conference with the counselor. Initially, the teacher will want to obtain the counselor's estimate of Todd's potential for college or other training beyond high school. They will probably discuss the need for additional testing to determine whether Todd's aspirations are completely out of line with his abilities.

   The teacher will also want specific information on general college admissions requirements and those related specifically to electronic engineering, so that he/she can give Todd a realistic picture of his chances of being admitted to a college or university. In order to broaden Todd's horizons in terms of the options open to a person with his interests and abilities, the teacher will want to obtain from the counselor sources of occupational information concerning electronic engineering. The teacher will also want to obtain information on other career options related to Todd's interests and abilities.

4. **What action should the teacher take following the conference?**

The teacher should plan to have a conference with Todd to discuss his future plans. Based on his/her discussion with the counselor, the teacher may well decide that Todd should be referred to the counselor for help with his educational and career planning.

Case Situation 4: Allan Parker

1. **What is the problem?**

Allan's grades are dropping and he is not handing in assignments on time. He has been late for class and has cut class several times. In addition, Allan is not keeping the record book related to his occupational experience program up to date. His behavior is jeopardizing his chances for admission to college.

2. **What background information on Allan and on this situation does the teacher need? Where can the teacher obtain this information?**

It appears that Allan's problem is being caused by external factors, and not by any lack of ability or motivation. However, the teacher should nevertheless check Allan's cumulative records (test scores, grades, health record, attendance and tardiness record, vocational and educational plans) to verify that the problem is of recent origin and to familiarize himself/herself with Allan's interests and abilities.

Through personal observation, the teacher would already have information regarding the quality of Allan's classroom performance, and the progress of his occupational experience program as reflected in the record book. The teacher would also need a general insight into this type of problem and what can be done to help students in this situation. This information could be obtained from the counselor, who might also be able to add additional information from Allan's records or from his/her own contacts with Allan.

The teacher would also want to know how Allan is performing in his other classes and whether the same problem exists there. Discussions with other teachers would provide this information.

3. **What type of conference should be held? . . . with whom? What information should the teacher plan to obtain during the conference?**

A three-way conference could be scheduled (parents-teacher-student) or a home visit could be made. There are certain questions that the teacher should be prepared to ask Allan's parents, and certain concerns that he/she will want to discuss with them. Does Allan really need to work nights? Is the car a necessity? Is his occupational experience program being neglected?

Without being judgmental, the teacher should discuss with Allan's parents how much time he must spend on morning and evening chores related to his program, and whether or not he has adequate time for homework and rest. The teacher should be prepared to stress the seriousness of the problem in light of Allan's college plans, and to review college admissions requirements.

Obviously, the teacher will want to discover how Allan's parents feel about a college education for their son, and about his aspirations. If they feel positively about Allan's plans, then the teacher will no doubt be able to enlist their cooperation along with Allan's in working out a satisfactory solution to Allan's overextending himself.

4. **What action should the teacher take following the conference?**

After recording the results of the conference, the teacher should plan to use the information obtained. For example, if Allan's parents indicated that they could not afford to help him financially, the teacher might set up a meeting with the counselor in which he/she could advise Allan on applying for financial aid. Follow-up meetings with Allan would be in order, as would a note or call to Allan's parents to keep lines of communication open.

SESSION IV

SESSION IV - PLANNING AND IMPLEMENTING A STUDENT RETENTION PROGRAM

GOALS

To identify and describe the essential elements for implementing a supportive service program in the vocational school.

To identify the kinds of support services that have been used successfully in working with priority population students.

To demonstrate a process for planning and implementing a supportive service network.

To get trainees to think about "next steps" to take to increase retention in their schools.

OBJECTIVES

At the end of this session, participants will be able to:

Develop an Action Agenda for implementing a supportive service in a vocational school.

Identify long and short-term goals for student retention in trainees' school(s).

Observe results of other small group Action Agendas.

MATERIALS

Exercises #7 and 8

Transparencies #27 through 37

Handouts #4 and 5

Newsprint or transparency with Action Agenda format; enough flip chart stands and magic markers so that each small group has one

Masking tape

QUALIFICATIONS

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES
2 hrs. 25 minutes: Lectures, Exercises, Group Discussion	Providing a Student Support Mechanism Positive steps can be taken to help a student deal with the pressures of working in a new environment, adapting to different learning situations, adjusting to being "the only one" in class. Documentation of failures, dropouts and non-returning students show that these individuals needed additional services in both instructional and supportive areas in order to be successful. If these services are not provided, these students tend to become failures.
• Exer. #7: (15 min.)	**Trainer Note:** Refer trainees to the "Rating List of Supportive Services"
• Newsprint: 10 minutes	Once trainees complete the ratings, review and discuss answers with group and record key points on newsprint. Identify internal vs external services and lead brief discussion regarding school capabilities to meet student needs.
• Transparency #27: "Types of Support"	**Trainer Note:** Review types of support, their purpose, activities involved, resources required, potential results--for more background information on these issues, see Appendix. • Break-in classes: One of the major problems that priority population students may face is lack of familiarity with terms, tools and conventions. Special introductory briefing sessions at the beginning of the semester can go far toward eliminating this stumbling block and can help prevent early dropouts. • Scheduling: When possible, schedules should be arranged to accommodate the particular needs of some students.
• Trans. #28-34	• Supportive counseling: Particularly in cases in which a priority population student is introduced into a new learning environment, the ready availability of a supportive counselor is crucial. The student may be facing extraordinary emotional stress in early weeks and months and may need sympathy and encouragement as well as additional supportive services.

EXERCISE #7

RATING LIST OF SUPPORTIVE SERVICES

Based on your professional experience, please rate the following types of support services as highly effective, effective, ineffective or highly ineffective in meeting the needs of your students.

Highly Effective = 1
Effective = 2
Ineffective = 3
Highly Ineffective = 4

____ GUIDANCE COUNSELING
____ INDIVIDUAL INSTRUCTION
____ SPECIAL MATERIALS
____ CHILDCARE FACILITIES
____ RESOURCE CENTER
____ PSYCHOLOGICAL SERVICES
____ TUTORS
____ YOUTH ORGANIZATIONS
____ SUMMER PROGRAMS
____ STUDENT CO-OP
____ REMEDIAL TEACHERS
____ SPECIAL VOCATIONAL CLASSES
____ RAMPS
____ INTERPRETERS
____ BRAILLE BOOKS
____ NOTE-TAKING SERVICES
____ STUDENT AIDES
____ SOUND DEVICES
____ OTHER SPECIAL EQUIPMENT
____ SPECIAL LIGHTING
____ TRANSPORTATION
____ HEALTH SERVICES
____ BILINGUAL/BICULTURAL CLASSES
____ FREE OR LOANED SCHOOL MATERIALS
____ FREE OR LOANED CLOTHING
____ FINANCIAL AID
____ FREE OR DISCOUNT CAFETERIA SERVICES

T.L. Wentling and L. Albright. Administrator's Manual for the Identification and Assessment System. Urbana, IL: 1978. Illinois Bureau of Education Research.

TYPES OF SUPPORT

- **Break-in classes**
- **Scheduling**
- **Supportive counseling**
- **Peer support groups**
- **Personal skills development**
- **Resource identification and referral**

CONFERENCES ARE HELD FOR A VARIETY OF REASONS

- * To gather student information
- * To discuss vocational/educational options
- * To make vocational/educational decisions
- * To seek help/advice regarding personal problem
- * To have someone who will listen

INFORMAL, IMPROMPTU CONFERENCES

- *Can happen daily*
- *Can take only a few minutes*
- *Can take place anywhere*
- *No extensive preparation needed*
- *Topic has specific, limited focus*
- *Important opportunity for teacher and student to maintain day-to-day contact and open communication*

FORMAL, PLANNED CONFERENCE

- *Is pre-arranged, scheduled for a particular time*
- *Is deliberate and structured*
- *Requires privacy*
- *Extensive preparation is needed to gather information, make plans*
- *May require longer meeting time to review, discuss problems/formulate solutions*

COMMON CONFERENCE SITUATIONS

Behavior-related

Personal problem

Planning and adjustment conference

EVALUATING THE STUDENT CONFERENCE

- Did student seem satisfied or started in the right direction?
- Did student show cooperative, friendly attitude?
- Does student appear to feel he/she can return at any time?
- Is student planning to follow through on advice?
- Is there change in student's attitude or behavior?
- Has student recommended that others come to you for help?

SETTING THE TONE OF THE CONFERENCE

- PROVIDE PRIVACY
- ARRANGE SEATING SO THEIR ENVIRONMENT SEEMS INFORMAL, COMFORTABLE
- BE FRIENDLY, BUT BUSINESSLIKE
- START CONVERSATION IN AN EASY, NON-THREATENING MANNER (TALK ABOUT SOMETHING THAT INTERESTS THE STUDENT)
- SHOW INTEREST IN WHAT IS SAID
- ASK QUESTIONS THAT ENCOURAGE STUDENT TO DISCUSS PERSONAL CONCERNS
- LISTEN ATTENTIVELY
- BE UNDERSTANDING AND ACCEPTING
- REMEMBER THAT EACH INDIVIDUAL REACTS DIFFERENTLY IN A ONE-TO-ONE CONFERENCE SITUATION; DON'T EXPECT THE STUDENT TO ESTABLISH EYE CONTACT; DON'T OVERRACT WHEN A STUDENT SHOWS INTENSE EMOTION

THE
STUDENT-TEACHER
CONFERENCE

KEEP COMMUNICATIONS OPEN

- ENCOURAGE STUDENTS TO COME IN FOR HELP
- HOLD FREQUENT, INFORMAL CONVERSATIONS
- INITIATE FORMAL CONFERENCES WHEN APPROPRIATE

PREPARE IN ADVANCE

- GATHER AND STUDY RELEVANT STUDENT DATA
- IDENTIFY AND ASSEMBLE INFORMATION
- ALLOCATE ADEQUATE TIME
- ARRANGE APPROPRIATE SETTING

PROVIDE HELPING ENVIRONMENT

- PUT STUDENT AT EASE
- ALLOW STUDENT TO EXPRESS CONCERNS
- HELP STUDENT RESOLVE PROBLEM/REACH DECISION
- REFER STUDENT TO APPROPRIATE PROFESSIONALS
- PREPARE STUDENT FOR CONTACT WITH RESOURCES
- HELP STUDENT SUMMARIZE WHAT WAS DISCUSSED AND AGREED UPON DURING CONFERENCE

FOLLOW-UP

- RECORD WHAT TOOK PLACE
- COLLECT ADDITIONAL DATA
- CONTACT RESOURCES
- TAKE ANY OTHER AGREED UPON ACTION
- EVALUATE CONFERENCE

TIME, MEDIA, & MATERIALS

- Transparency #35 "Why Use a Peer Aide?"

OUTLINE OF TRAINING ACTIVITIES

- Peer support groups:

  With a busy class schedule, it is difficult enough to teach students with traditional large-group methods much less to individualize instruction, which is often more desirable. One technique for getting around this problem is to use peer aides. Peer aides are often more readily accepted as role models as they work to build confidence in their fellow students.

- Personal skills development:

  Programs designed to help students develop specific personal skills are useful in coping with the new educational environment--assertiveness training, decision-making strategies and time management are all helpful in providing students with a good self-image.

- Resource identification and referral:

  There are times when a student may require support services not readily provided by the vocational school. In these instances a system for identifying outside services and referring students may be very important. Review general types of services, outside groups available to provide same and steps for developing a resource inventory.

Trainer Note: Because of their direct and frequent contact with students, teachers and counselors should be the primary resource for identifying and resolving student problems. Their ability to help students address problems in their school work, interpersonal relationships, career planning and even personal and/or family-related problems is critical to developing and maintaining a supportive environment.

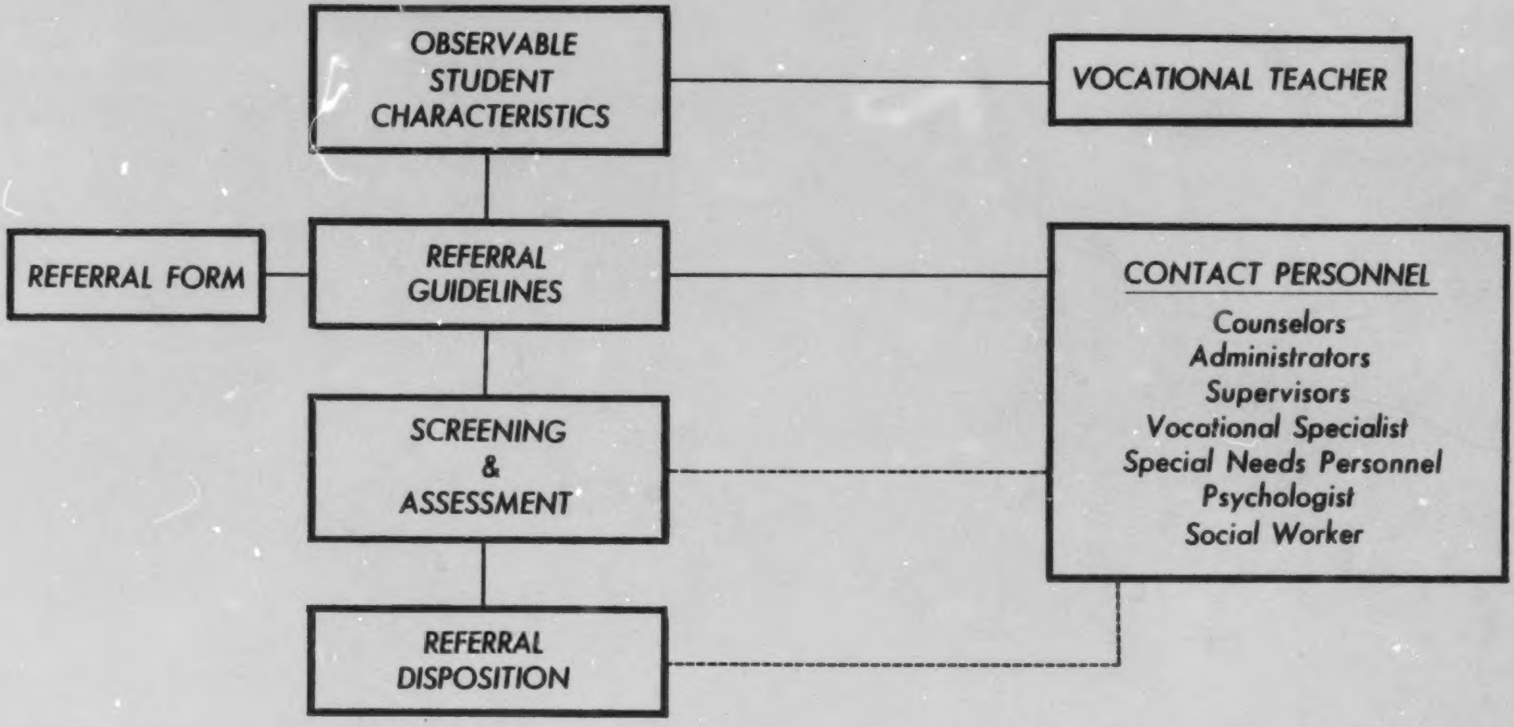
At the same time, however, we must realize that the teacher or counselor cannot provide all the possible kinds of support that a student may need. This may be due to a lack of specific training, as in the case of problems requiring medical or psychiatric clinical assessments and treatment; or the absence of in-house services because of funding, staff cuts or the low priority of the service, as in providing in-house translators and/or bilingual curriculum in Vietnamese when there are perhaps five students in the school who need the service; or the conscious omission of a service because it is not considered to be a function of the school, as in trying to locate temporary housing for a displaced family.

WHY USE A PEER AIDE?

- *Often more readily accepted as role model*
- *Speaks "the same language" as the student being tutored*
- *Emphasizes one-to-one relationship*
- *Reinforces achievement through cooperative rather than competitive activities*
- *Can be adapted to a variety of situations outside classroom, i.e., youth organizations, community service groups, peer counseling situations*

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES
• Trans. #36: "Referral Process"	**Trainer Note:** (continued) This section of the module provides vocational educators with some practical approaches to identifying appropriate in-house and community resources that can help teachers and counselors provide a wide range of services to the student. The concept of community outreach and networking is central to any discussion about working with priority population students, and it is the intent of this section on "referrals" to inforce the networking approach and provide some techniques for developing and maintaining contact with those community resources.
• Lecture: 1 hour	Lecture: "Planning and Implementing Student Support"
• Trans. #37: "Successful Retention Programs"	**Trainer Note:** Show Transparency #37 as part of lecture. Successful student retention programs seem to have certain elements in common--not so much in services and activities but in the modes of operation and the principles according to which services are provided. • Program goals, administrative support and programmatic activities consistent with goals. • Recruitment and selection activities that respond to the needs of the potential student population. • Information systems that provide complete and accurate data on student needs, interests, experiences, etc. • Promoting and providing services to meet student needs. • Commitment of administrators, counselors and instructors.
• Exer. #8: (45 min.)	**Trainer Note:** Small Group Exercise: "Developing An Action Agenda" Given information on the types and purposes of various support services, trainee groups will design an action plan for implementing one of the support activities in a school.

REFERRAL PROCESS



OBSERVABLE STUDENT CHARACTERISTICS

VOCATIONAL TEACHER

REFERRAL FORM

REFERRAL GUIDELINES

CONTACT PERSONNEL

Counselors
Administrators
Supervisors
Vocational Specialist
Special Needs Personnel
Psychologist
Social Worker

SCREENING & ASSESSMENT

REFERRAL DISPOSITION

Teaching Disadvantaged Students in Vocational Education: Disadvantaged Learner Referral Process. Department of Industrial Education, University of Maryland and the Division of Vocational-Technical Education, Maryland State Department of Education. 1979.

SUCCESSFUL RETENTION PROGRAMS

- GOALS, ADMINISTRATIVE SUPPORT, ACTIVITIES CONSISTENT WITH GOALS
- RESPONSIVE RECRUITMENT & SELECTION ACTIVITIES
- INFORMATION SYSTEMS
- SERVICES TO MEET STUDENT NEEDS
- COMMITMENT OF ADMINISTRATORS, COUNSELORS & INSTRUCTORS

EXERCISE #8

Given information on the types and purposes of various support services, trainee groups will design an action plan for implementing one of the support activities in a school.

Groups should consider such issues as major benefits of the activity, identification and utilization of staff/students, funding requirements, potential problems.

Groups should record their discussion/action plan on newsprint.

Results of this exercise will not be reported out, but instead will be left up on the wall for other trainees to review at the end of the day.

IN DEVELOPING A PLAN TO INCREASE STUDENT RETENTION
AT MY SCHOOL, I CONSIDER THE FOLLOWING INTERNAL ISSUES/CONCERNS MOST
CRITICAL TO DETERMINING SUCCESS:

BARRIERS	POSITIVE FORCES	NECESSARY RESOURCES

Force Field Analysis is a concept used extensively in Organization Behavior and Organization Development circles. This simplified adaptation is used here to help trainees identify general considerations in the initial stages of planning for student retention at their schools.

OVER THE NEXT 45 DAYS, MY SCHOOL NEEDS TO ACCOMPLISH THE FOLLOWING TASKS TOWARD INCREASING STUDENT RETENTION

TASK	WHO?	WITH WHOM?	WHEN?	OUTCOME

This Action Plan format was adapted by Robert Leaver of A.L. Nellum and Associates from "Metaplan," a planning/organization development technique designed by Metaplan, Inc., of Quickborn, Germany and Stamford, Connecticut. Mr. Leaver was trained as a Metaplan moderator in 1981 and has used the technique in working with public agencies and private, nonprofit organizations.

TIME; MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES
	Groups will consider issues such as major benefits of the activity, identification and utilization of staff/ students, funding, potential problems.
• Newsprint: Action Agenda	Groups will record their discussion, using newsprint action agenda. Results of this exercise will not be reported out, but instead will be left up on the wall for other trainees to review after session is ended.
• Handout #4: "Developing an Action Agenda"	Mini-Lecture: "Potential Action Agendas" **Trainer Note:** Trainer will reassemble trainees into large group and review potential action agendas that might be implemented by administrators, counselors and instructors to increase retention of priority population students.
• Refer to Handout #5: "A Special Focus on Policy Review"	DEVELOPING AN ACTION PLAN Strategies You Should Use To Promote Good School-Community Relations • Develop a brochure describing the programs and services offered by your school and emphasizing the aspects of your curriculum, supportive services and extracurricular activities that would enhance the learning and personal development of students. • Provide news releases related to the achievements of priority students. • Make informational presentations to service clubs, religious groups and community organizations. • Invite representatives of priority population groups to serve on school advisory committees. • Develop personal contacts with business and industrial employers. Strategies You Should Use In Working Directly With Priority Population Students • Collect sufficient background information on student's academic performance, vocational interests and experience and supportive service needs.

DEVELOPING AN ACTION PLAN

STRATEGIES YOU SHOULD USE TO PROMOTE GOOD SCHOOL-COMMUNITY RELATIONS

- Develop a brochure describing the programs and services offered by your school and emphasizing the aspects of your curriculum, supportive services and extracurricular activities that would enhance the learning and personal development of students.
- Provide news releases related to the achievements of priority students.
- Make informational presentations to service clubs, religious groups and community organizations.
- Invite representatives of priority population groups to serve on school advisory committees.
- Develop personal contacts with business and industrial employers.

STRATEGIES YOU SHOULD USE IN WORKING DIRECTLY WITH PRIORITY POPULATION STUDENTS

- Collect sufficient background information on student's academic performance, vocational interests and experience and supportive service needs.
- Provide students with sufficient information and opportunities to explore a variety of training options.
- Encourage students to develop and work toward realistic vocational goals.
- Periodically check on the progress of students in meeting their program goals (using student records, student-teacher conferences, etc.)
- Encourage students to plan to continue their education (advanced training, perhaps retraining) after employment.
- Emphasize each student's assets to maximize his or her potential.
- Encourage students to use their known talents and explore latent talents by actively participating in vocational education youth groups (such as VICA, FFA, FHA, FBLA).

- Assign an aide or student assistant to work directly with the student(s), if this need is identified.
- Advise students how to accept the assistance they need without embarrassment.
- Explore alternative teaching aids and devices designed to meet a variety of learning needs.

STRATEGIES YOU SHOULD USE IN WORKING FOR PRIORITY POPULATION STUDENTS

- Develop a personal awareness of symptoms indicative of potential student problems.
- Develop a personal understanding of how students cope with their peers, with adults, with their learning environment, etc.
- Keep an organized file of "role model" students who have completed training and are now employed.
- Establish a shop, lab or classroom environment and atmosphere that promotes a non-threatening learning situation.
- Survey school and district support and service to vocational education for priority populations.
- Become personally involved in working to improve the programs and services for priority population students in your school.
- Become aware of all sources of funding for educational programs for priority populations.
- Work cooperatively with colleagues so that resources of both vocational education and special education can be combined to serve priority populations.

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A SPECIAL FOCUS ON POLICY REVIEW

Organizational policy can set both a direction and a tone of support for meeting the vocational needs of handicapped students. The Council for Exceptional Children (Davis and Ward, 1978) recently published a guide for policy development regarding vocational education of handicapped students. Does your school district have or need policies in any of the following areas?

PLANNING AND ADMINISTRATION	Need	Don't Need	Already Have
100 Objectives for planning vocational education of handicapped students......................			
101 Cooperative planning to meet the needs of handicapped students in vocational education			
102 Development of a plan for serving handicapped students............................			
103 Specially designed vocational education programs for handicapped students...........			
104 Management of vocational education programming for handicapped students................			
105 Cooperation with vocational rehabilitation...			
106 Cooperation with other agencies and organizations....................................			
107 Administrative options to provide vocational education to handicapped students...........			
108 Contracted services..........................			
109 Local advisory council.......................			
110 Program evaluation...........................			
IDENTIFICATION OF STUDENTS			
200 Definitions of handicapped students..........			
201 Processes for determining handicapped population.....................................			
202 Publicizing availability of vocational education for handicapped students................			
203 Notification of out-of-school handicapped youth of availability of vocational education			
204 Referrals to vocational education............			
205 Referral to vocational rehabilitation services....................................			

Reviewing Vocational Programs for Handicapped Students. Northern Institute for Research, Training and Development, Inc. Anchorage, AK: 1979. pp. 10-12.

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VOCATIONAL ASSESSMENT	Need	Don't Need	Already Have
300 Provision for vocational assessment of Handicapped students..........................	___	___	___
301 Components of vocational assessment..........	___	___	___
302 Options for providing comprehensive vocational assessments..................................	___	___	___
303 Personnel to conduct vocational assessment in a school-based setting......................	___	___	___
304 Vocational counseling.........................	___	___	___
305 Readiness for assessment.....................	___	___	___
306 Evaluation standards and procedures..........	___	___	___
307 Review and/or update of medical, psychological, educational, and social assessment data......	___	___	___
308 Use of vocational instruments................	___	___	___
309 Use of work samples..........................	___	___	___
310 Exploratory vocational course tryouts........	___	___	___
311 Observation of work behavior.................	___	___	___
312 Assessment report............................	___	___	___
INDIVIDUALIZED EDUCATION PROGRAMS			
400 Local educational agency responsibility for individualized education program............	___	___	___
401 Planning for the student's individualized education program.............................	___	___	___
402 Participants in the meeting to develop the student's individualized education program..	___	___	___
403 Contents of individualized education program.	___	___	___
PROGRAM PLACEMENT			
500 Requirements for making the vocational education placement decision.................	___	___	___
501 Placement in the least restrictive environment...	___	___	___
502 Availability of various alternative placements...	___	___	___
503 Review of eligibility requirements for regular vocational education programs................	___	___	___
504 Admission to regular vocational education programs......................................	___	___	___
506 Changes in the handicapped student's IEP and program placement...........................	___	___	___
SERVICE DELIVERY			
600 Coordination of services delivered by vocational education, special education and vocational rehabilitation................	___	___	___
601 Vocational education program alternatives....	___	___	___
602 Career education and prevocational activities.	___	___	___
603 Handicapped students in regular vocational education programs............................	___	___	___
604 Special vocational education programs........	___	___	___
605 Provision of supportive (related) services...	___	___	___
606 Modifications to assist handicapped students in vocational education......................	___	___	___
607 Work experience programs.....................	___	___	___
608 Sheltered pre-employment services............	___	___	___
609 Credits toward graduation....................	___	___	___
610 Travel training for transportation to jobs on completion of vocational training.........	___	___	___
611 Job placement and followup services..........	___	___	___

FACILITIES AND EQUIPMENT

700 Exclusion of handicapped students because of inaccessible facilities prohibited........... ____ ____ ____

701 Accessibility of new construction............. ____ ____ ____

702 Safety standards.............................. ____ ____ ____

703 Adaptive service and special equipment....... ____ ____ ____

PERSONNEL

800 Provision of adequate staff.................. ____ ____ ____

801 Student/staff ratio........................... ____ ____ ____

802 Certification of staff........................ ____ ____ ____

803 Fair employment practices..................... ____ ____ ____

804 Professional development...................... ____ ____ ____

805 Inservice training............................ ____ ____ ____

806 Personnel evaluation.......................... ____ ____ ____

807 Position descriptions......................... ____ ____ ____

FISCAL MANAGEMENT

900 Funds for vocational education programming for handicapped students..................... ____ ____ ____

901 Fiscal accountability......................... ____ ____ ____

REFERENCES

Work evaluation systems....................... ____ ____ ____

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TIME, MEDIA, & MATERIALS

OUTLINE OF TRAINING ACTIVITIES

- Provide students with sufficient information and opportunities to explore a variety of training options.
- Encourage students to develop and work toward realistic vocational goals.
- Periodically check on the progress of students in meeting their program goals (using student records, student-teacher conferences, etc.)
- Encourage students to plan on continuing their education (advanced training, perhaps retraining) after employment.
- Emphasize each student's assets to maximize his or her potential.
- Encourage students to use their known talents and explore latent talents by actively participating in vocational education youth groups (such as VICA, FFA, FHA, FBLA).
- Assign an aide or student assistant to work directly with the student(s), if this need is identified.
- Advise students how to accept the assistance they need without embarrassment.
- Explore alternative teaching aids and devices designed to meet a variety of learning needs.

Strategies You Should Use In Working For Priority Population Students

- Develop a personal awareness of symptoms indicative of potential student problems.
- Develop a personal understanding of how students cope with their peers, with adults, with their learning environment, etc.
- Keep an organized file of "role model" students who have completed training and are now employed.
- Establish a shop, lab or classroom environment and atmosphere that promotes a non-threatening learning situation.

TIME, MEDIA, & MATERIALS	OUTLINE OF TRAINING ACTIVITIES
	• Survey school and district support and service to vocational education for priority students. • Become personally involved in working to improve the programs and services for priority population students in school. • Become aware of all sources of funding for educational programs for priority populations. • Work cooperatively with colleagues so that resources of both vocational education and special education can be combined to serve priority populations.
15 minutes: Discussion and Closure • Transparencies or Newsprint	**Trainer Note:** Briefly review major topics discussed. Superintendent, Director or other key administrators should make a few remarks regarding "inservice" training and/or educational and sex equity goals. Trainer or school administrator may want to inform trainees of other modules in inservice project, e.g., "Curriculum Adaptation" and "Placement." Thank trainees for attending, indicate that they may want to review Action Agendas developed by their small groups. Close session.

FOOTNOTES: INCREASING RETENTION

[1] Asma Hamdani. "Facilitating Vocational Development Among Disadvantaged Inner-City Adolescents," *The Vocational Guidance Quarterly*. Vol. 26, No. 1. Washington, D.C.: September 1977. p. 60.

[2] M. Shapiro. "The Urban Dropout and the World of Work," in L. McClure and C. Buan (eds.), *Essays on Career Education*. Northwest Regional Education Labs: 1973. pp. 77-82.

[3] Massachusetts Department of Education. *Massachusetts Annual and Five-Year State Plan for Vocational Education, 1978-1982*. Boston: 1977. p. 11.

[4] *Ibid*. p. 10.

[5] Lee Noel. "First Steps in Starting a Campus Retention Program," *New Directions for Student Services: Reducing the Dropout Rate*. Jossey-Bass, Inc., San Francisco: 1978. p. 94.

[6] *Ibid*.

[7] *Ibid*.

[8] *Ibid*.

[9] *Students in Decision-Making: A Guidebook*. Bureau of Student Services, Massachusetts Department of Education. Boston, MA. p. 9.

[10] National Center for Research in Vocational Education. *"It's Not Easy Being Special..." Let's Find the Special People*. *Ohio State* University. R&D Series No. 175.

[11] Edward Chip Anderson. "A Retention Design Applied to An Equal Opportunity Program," *New Directions for Student Services: Reducing the Dropout Rate*. Jossey-Bass, Inc. San Francisco: 1978. pp. 37-46.

[12] Linda S. Ott. "Admissions Management with the Focus on Retention," *New Directions for Student Services: Reducing the Dropout Rate*. Jossey-Bass, Inc. San Francisco: 1978. p. 24.

[13] Noel., *op. cit*. p. 90.

[14] Anderson, *op. cit*. p. 38.

[15] Hamdani, *op. cit*., p. 61.

[16] Lee Noel (ed.). *New Directions for Student Services: Reducing the Dropout Rate*. Jossey-Bass, Inc. San Francisco: 1978. p. vii.

APPENDIX - KNOW YOUR PRIORITY STUDENTS

APPENDIX

A. The Participation of Priority Populations in Vocational Education

B. Identifying Attitudes and Behaviors: What Are the Warning Signs?

C. Counseling Priority Population Students

D. Techniques for Mainstreaming Handicapped Students in Vocational Classes

E. Participation of Boys and Girls in Nontraditional Training Programs

F. Peer Aides as a Resource for Improving Retention

G. Using Conferences to Help Meet Student Needs

H. Referring Students to Other Professionals

I. Bibliography

THE PARTICIPATION OF PRIORITY POPULATIONS IN VOCATIONAL EDUCATION

Vocational education provides opportunities for students to obtain valuable skill training that can enhance their chances for employment in the future. But, although federal and state legislation and special funding have increased the opportunities for equal access to vocational education, the fact remains that particular groups of "priority population" students have not reaped the same benefits as majority populations.

For the purposes of this training module and the entire in-service training project, the Massachusetts Department of Education, Division of Occupational Education and A. L. Nellum and Associates have defined the term "priority populations" to include the following groups:

- Blacks
- Hispanics
- Limited English speaking individuals
- Handicapped individuals
- Boys and girls in nontraditional training areas

We will discuss each of the groups in greater detail at a later point.

Why focus on priority populations?

Some critics may argue that priority populations are more than equitably served; and that the real problem is in attracting and retaining "average" or above-average students. Concerns about having to water down the curriculum to meet the needs of educationally disadvantaged students, or not being suitably trained to teach handicapped students, etc., are in most cases sincere.

Add to these issues the still popular perceptions that vocational-technical education is only for the underachiever and "problem" student, and it may indeed be difficult for educators to understand why they shouldn't focus on recruiting and retaining "good, average" students instead.

These fears are alive and real, but they are also very much the result of either misinformation or the total lack of information.

The focus on recruiting and retaining priority population students isn't meant to exclude continued efforts to attract the same kind of students that vocational schools have been working with all along. Nor does the concern for adapting curriculums to meet priority population needs necessarily mean that curriculum and entrance criteria must be "watered-down." On the contrary, this focus reflects a deep concern for helping each student to develop and utilize his or her abilities, and achieve a sense of self-fulfillment and satisfaction.[1]

In order to achieve this goal, all students need to be made aware of the various roles and lifestyles open to both women and men. All students should be given the opportunity to explore, prepare for and participate in a variety of occupational training areas that may eventually lead to employment in a good job, at a decent wage.

Let's step back for a moment, and look at some of the facts regarding the future of vocational education and the participation of priority population students in that future.

Fact #1: For the rest of this decade and at least the early 1990s, the numbers of high school-aged children will shrink on the average of 5% each year.[2]

This reduction in the potential student population will very likely result in budget cuts, staff cuts and increased competition between vocational and comprehensive high schools to recruit and retain students.

Fact #2: Society is rapidly changing from an industrial to a technological one. The new and expanding occupations are technical.

Since the 1950s, service-producing industries have grown faster than goods-producing industries; consequently, employment in white-collar and service occupations has increased more rapidly than employment in blue-collar, goods-producing industries.[3]

Production lines will become streamlined and automated, resulting in the need for fewer production workers and increasing numbers of technicians and specialists.

Fact #3: Already in the 1980s, three out of every four jobs in business and industry require some kind of technical training below the college level.[4]

Fact #4: As technology continues to expand into every area of our economy, educators will need to reassess their curriculum to make certain that it responds to the needs of employers.

Math ability, computer literacy and knowledge of basic physics, for example, may become required courses for every high school graduate. And students will need to demonstrate their achievement of specific competencies in order to graduate.

Fact #5: Trade and industry courses may have accounted for a major part of the vocational education curriculum in the past, but these training areas may need to be revised or cut out completely. They may need to be replaced by more courses in drafting, computer programming and computer repair to reflect the new skill areas required for entry-level employment or advanced post-secondary training.

Fact #6: By 1990, youth will be in high demand by private employers, government agencies and educational institutions. Vocational technical high schools could be in a very strategic position to meet the nation's future needs for trained workers.[5] But Vocational schools must be prepared to compete with comprehensive high schools to attract and retain "good" white, black, Hispanic, Asian and Native American as well as other minority students.

Vocational schools must also be prepared to provide support services to assist "good" bilingual and limited English speaking students; "good" handicapped students; "good" students who want to enter nontraditional occupations; "good" students who have been unable to develop their skills because of economic or educational disadvantages.

How can we do it?

In areas where a priority population makes up a significant proportion of the general student population, some vocational-technical schools have designed special efforts to attract these applicants.

A recent Department of Education publication in Massachusetts studied recruitment practices for attracting priority populations to five vocational-technical high schools. The program profiles showed that the people coordinating and directing recruitment efforts were indeed doing an exemplary job, but their success was as much a factor of their personalities, persistence and energy as any programmatic factors.[6] These people share certain commonalities: they have worked in the vocational education system for several years, they have attained credibility because of their work, they understand the needs of the vocational education system and they are aware of the needs of priority population students. In addition (and this is a critical point) these vocational educators were given the full commitment and support of their directors and their superintendents.

Success for these individuals came only after trying many different strategies and revising their approaches until they found the right combination of activities for attracting, training, retaining and placing their students.

As we mentioned earlier, recruitment, selection and enrollment are important strategies for any instructional program because they allow you to identify and select qualified candidates. Once your students are enrolled, retention becomes an important activity because it allows you to "monitor" student progress and ascertain that your instructional program and the needs and interests of your students are being met satisfactorily.

Let us take a look for a moment at some of the issues involved in the recruitment, enrollment and retention of priority population students in vocational education programs.[7]

Ethnic minority views of vocational education

There is a negative attitude in most minority communities toward vocational education. Minority parents and students still believe that vocational students are generally unable to compete scholastically in academic studies. In addition, literature on vocational and career education for minorities shows these groups earning less money, having less salable job skills and experiencing higher rates of unemployment.

Such results call into question the notion that vocational education can provide the upward mobility and improved career prospects that minority parents are seeking for their children.

Minority students are generally overrepresented in some vocational programs and seriously underrepresented in others. Data from a 1979 study indicate that minority students comprise more than one-fourth of the trade and industry student enrollment; but less than three out of every 20 technical education students are minorities.[8]

Society is rapidly changing from an industrial to a technological one. The new and expanding occupations are technical, but the programs in which most minority students enroll are industrial. If the options for minority and low-income students continue to be this limited, it is no surprise that vocational education retains a negative image in minority communities.

National enrollment data confirm a pattern of minority students going from vocational school into the lower paying jobs. *A Study of Minority Group Student Access to Vocational Technical Schools in the Boston and Springfield Metropolitan Areas* (the Metropolitan Planning Project, Newton, MA: 1975) sheds some light on the sources of the problem. According to the study, minority enrollment was high in older, inner-city vocational schools but these facilities were not equipped to provide training in the emerging high technology occupations that were available at the newer regional and suburban schools.

Black Students

The popular opinion in the Black community is that vocational education does not fill the needs of their young people. A negative image and the lack of information about the *advantages* of vocational-technical training have kept Black families from *considering* vocational schools for their children. Critics of this situation like Charles Nichols of the National Association for the Advancement of Blacks in Vocational Education (NAABVE) continue to express their opinion:

> "That's for someone else's children--a dead-end education for people who cannot achieve in other areas--and in the minds of the Black community, the vocational education system hasn't shown too much concern for altering the situation."[9]

Efforts to educate the Black community about vocational education must be coupled with efforts to ensure that vocational training is not used as it was in the past to direct Black youth away from postsecondary opportunities and into low-paying jobs.[10] The retention of black students in vocational programs suffers from this generally negative image.

Vocational education has made a strong point that it wants to provide for the disadvantaged and for those who have not achieved in general education programs. Perhaps we have oversold this point to the extent that many blacks see vocational education as a place only for those who are at the bottom of the achievement totem pole. Similarly negative attitudes about vocational education have developed in the *majority* population as well; and parents of those students refuse to enroll their children in what they consider less than acceptable curricula.

Many sending school counselors suffer from the same kind of misinformation. They view vocational education as a viable alternative for students who are academically disadvantaged, but as a result, academically disadvantaged black students may be placed in vocational education programs to fill a slot rather than to fulfill that student's particular needs or interests.[11] If we are to serve Black Americans better--and indeed, all our young people--we must do some convincing and redirecting so that students and their parents begin to perceive vocational education as an appropriate option for the sophisticated as well as for those who lack sophistication, so that it no longer seems to be a dead-end educational process leading nowhere.[12]

A survey of more than 1,200 Black leaders at the state and local levels (Black Leaders' Attitudes Toward the Desirability of Black Students Entering and Completing Vocational Education Programs, A. L. Nellum and Associates: 1978) recommended several characteristics which might attract minority students to programs: training which is related to available or emerging jobs, sound academic studies, on-the-job work experience, increase in the amount of stipends and the number of scholarships, high graduation requirements, placement services and follow-up studies.

Another contributing factor to the negative view of vocational education by Blacks is the general inadequacy of facilities and equipment in the urban areas where many Black youths attended vocational education programs. In recent years, as vocational education facilities have been built in suburban areas to match suburban population growth; inner-city facilities and equipment were not replaced and, in some cases, not even maintained.

Charles Nichols, the Director of Vocational Education for Minneapolis Public Schools and President of the National Association for the Advancement of Black Americans in Vocational Education (NAABAVE) points out that we will serve Black America better "when the schools that are in predominantly Black areas achieve the same degree of sophistication in equipment, instructional and management staff that is achieved in schools on the periphery of those areas. We are going to serve Black America better when access is provided to the various technical institutions that have for some purposes been placed out of reach of the Black community".[13]

With unemployment at crisis levels, it is not surprising that a primary concern about the role of vocational education is whether it can help students find jobs.[14] Families and community leaders are calling for a strong effort by vocational educators to improve students' qualifications for employment and to make a concerted effort to help them find jobs.

> "We have to convince Black Americans [and all students and parents (ed.)] that the sophisticated technologies of the '90s are being presented in the vocational schools of today and are available to them. To better serve them we must show that vocational education does not reach out only to those who are under-achieving but to those who are highly motivated as well."[15]

Hispanic Students

The Hispanic community also holds negative views about vocational-technical education, and much of this attitude results from the lack of appropriate information.

The Spanish-speaking population in the U.S. represents the nation's second largest minority population, and they suffer from problems similar to those of many Black Americans--high unemployment and economic hardships. In terms of educational achievement, data from the 1970 Massachusetts Census show that out of the total Spanish speaking population between the ages of 16 and 24, the rate of high school dropouts was 63% for males and 58% for females.[16]

There are over 11 million Hispanics in the U.S. According to a 1975 Bureau of Census report on population characteristics, the Spanish-speaking population seems to be growing at a faster rate than any other ethnic group. To a large extent this population is composed of young people, 13 percent of which were under five years of age, with only 4 percent over 65. This means that Hispanic youth will be making increasing demands on our educational systems. We must prepare for this by developing and maintaining support systems that can enhance their educational and career development.

Identification with one's family and traditions are important factors in the vocational preparation of Hispanic youth; and parental and community involvement are contributing factors to the success of the Hispanic student. Unfortunately, neither boys nor girls are encouraged by their families to enter vocational schools. For the girls, there may be an additional cultural factor against participation, i.e., it is a negative reflection on a man for his wife to be working. Training and employment for women are not generally encouraged by family or community; thus girls are not influenced to participate in occupationally-oriented programs.

An additional factor for some Hispanic students relates to availability of bilingual programs. If bilingual programs are not available, students may have to delay their participation in vocational programs until they have successfully mastered English.

Recruiting limited English proficient students

For Hispanics and other minority students with limited English proficiency, enrollment and retention in vocational programs depends on the availability of special bilingual instruction and counseling services. Without this kind of support LEP students experience academic failure and frustration that may result in their dropping out of school before graduation.

For most of us, language is used to satisfy personal needs and to help us communicate in school, on the job or in any social situation. For the non-English speaker, the native language is used in the home environment for interpersonal transaction, while English becomes the means for verbal transactions in most situations outside the home.

The parents determine the extent to which the non-English language is used in the home. The teacher determines the extent to which English is used in the school. The important point is to recognize the specific requirements of the environment which force the overlap of two languages. The education of a child of a bilingual family requires recognition of the impact of the environment and the use of language in the home setting.[17]

Concern for meeting the needs of students with limited English-speaking ability was evident as early as 1967 in the Title XII Amendment to the Elementary and Secondary Education Act of 1965 (P.L. 93-10) and later under Title I of the Education Amendments of 1974 (P.L. 93-380). This federal legislative concern encouraged states with large student populations with a primary language other than English to expand their bilingual offerings through local state legislation.

A New Jersey study of existing legislation for bilingual education indicates that there are usually limited funds available to stimulate bilingual education for public school students whose primary language is Spanish. Only a small percentage of the available funds is allocated for vocational education at any specific level. Little if any funding has been made available to research the type of bilingual education that would best meet the needs of the Spanish-speaking student with limited English-speaking ability.[18]

Evidence suggests that persons whose native language is other than English have not experienced a high level of economic or occupational success. Unemployment rates are high for those whose native language is not English. Students from these groups appear to have a difficult time completing higher levels of education and maintaining an appropriate level when they do stay in school.[19]

For example, of the total number of Spanish-speaking persons in the U.S. (1976) 16 years or older, roughly six out of every ten individuals did not complete twelve years of school.[20] One-third of the Spanish-speaking population 16 years or older completed eight years of school or less.

Of the total 1975 U.S. population four years and older, more than 25 million people did not use English as their usual or second language.[21] Approximately 8 to 10 million are dysfunctional in both their primary language and in English, i.e., they do not have adequate reading, speaking, writing and listening skills.[22]

Figures released by the National Center for Education Statistics, based on the "1976 Survey of Income and Education" conducted by the Bureau of the Census, estimate that there are approximately 5 million persons of non-English language background between the ages of 6 and 18 in the U.S. Of these, approximately 1 million do not use English as their usual language.[23]

The Massachusetts Department of Education estimates that out of the total number of elementary and secondary school students attending school in 1975-1976, 3.2%--or more than 38,000--did not use English as their primary language.[24] Four out of every 10 of those students had a limited English-speaking ability resulting in an obstacle to their success in educational programs.[25]

A comprehensive assessment of the educational needs of persons with limited English-speaking ability is not available, but some of these needs can best be identified at the local level. The data that are available, however, indicate that identifiable groups are not fully in the mainstream of the educational process, and the language barrier compounds that problem.

Researchers in the study, Vocational Education: Meeting the Needs of Special Populations, confirmed the low enrollment of LEP students, even though many of the LEPs taking part in the study included large proportions of Hispanic or Asian American students. Two explanations were suggested.

The first was that the relatively small number of LEP students enrolled in vocational programs was a reflection of the low total high school enrollment of LEPs. The argument most often presented to researchers was that by the time LEP students reached high school and were eligible for vocational education, they had achieved proficiency in the English language and therefore could no longer be categorized as LEP.

On the other hand, some community advocates who were interviewed felt that because school districts were no longer providing special bilingual instruction and counseling services in the high schools, LEP students who were experiencing academic failure and frustration tended to drop out of school.

In developing an appropriate recruitment and retention strategy, a school should first identify problems affecting the enrollment of LEP students and then develop the special services needed to encourage enrollment and promote retention.

LEP students can benefit from vocational programs through strategies such as:

- Identifying common language skills necessary for success in several occupational areas and working with ESL staff to modify ESL and vocational curricula as needed;
- Using bilingual aides to work with individuals or small groups in on-the-job training during and after regularly scheduled class hours;
- Translating curriculum materials and supplementing them with visual slides and audio cassettes as part of the vocational curriculum or to be used in conjunction with media centers for independent review by LEP students.

Girls and Boys in Nontraditional Programs

Efforts to meet the needs of women and men in nontraditional training and employment have focused predominantly on increasing the number of women pursuing nontraditional occupations and expanding their representation in a broad range of training programs.

Legislative emphasis on sex equity has led to the development of numerous programs and demonstration projects by a range of government agencies at the national, state and local levels. However, state agencies, school districts and communities still hold negative attitudes about nontraditional training choices and the expansion of male and female roles. These attitudes constitute a major barrier to sex equity.[26]

Research on the factors that influence secondary school girls to enter nontraditional vocational programs shows that parents, teachers and counselors all play influential roles in the decision-making process (RJ Associates, Inc., Women in Nontraditional Training in Secondary Schools, Arlington, VA: 1979). While they may express favorable attitudes about nontraditional careers, there is still an underlying current of traditional expectations. "I wouldn't want my daughter under a car...They're not really serious...It's not ladylike...I don't let the girls run the big press...I don't want my boys distracted by a girl," are all examples of remarks made.[27]

National figures on women in vocational education indicate that the percentage increases in women's enrollment in nontraditional trade and industry programs occur in courses without a strong sex-role image (such as drafting, law enforcement and graphic arts), rather than courses with a strong male image (such as construction, police science and machine shop).[28] Massachusetts enrollment data indicate similar patterns. Females are generally underrepresented in most vocational education programs and overrepresented in others. For example, eight out of every ten females enrolled in vocational programs are either in non-occupational consumer and homemaking or in office occupation programs.[29]

Research also indicates that the secondary level may be the most difficult time to try to interest girls in nontraditional training. Girls in secondary schools are under tremendous peer pressure to conform to traditional patterns of behavior. Some experts feel that if a girl has had no exposure to the opportunities available in nontraditional programs prior to entering high school, it is very difficult to tap her interest and abilities.

Other studies indicate that many girls are still unaware of the opportunities in and access to nontraditional programs. The near absence of female role models and female instructors in nontraditional programs contributes to the problem of educating girls about opportunities.

Recruitment into nontraditional programs must also address the issues affecting retention in those programs. Fears around being "the only girl in the class" and harassment by other students are realities that girls entering nontraditional programs have to face.

Programs have been developed to prepare girls for this situation and provide support during their participation in nontraditional programs. Supportive efforts are needed to help them understand and be able to deal with the harassment they may face in class from their peers and from their families. In addition, the doubts your girls may have about their ability to succeed in a nontraditional environment might be allayed by the presence of female instructors and/or role models in the class.

The efforts directed toward men in nontraditional training have been small compared to the women. The issue itself takes a very different focus. Society in general and parents in particular still seem more willing to allow females to pursue traditionally male vocations than to allow males to pursue traditionally female vocations. Although enrollment statistics reveal that the proportion of males enrolled in predominantly female areas has grown more rapidly than females in male-dominated areas (Vetter et al, 1979), this national trend is not apparent in Massachusetts, at least among seniors in non-traditional Chapter 74 programs.

One possible explanation for the paucity of males in traditionally female areas is that Chapter 74 programs do not include Office Occupations--a program area that is, for the most part, considered non-traditional for males.[30] In general, men are enrolled in large numbers in a broad range of classifications and in programs that lead to better paying employment opportunities. The focus for men, therefore, has been to encourage them to participate in non-traditional programs because of the need for all individuals to have basic skills.

Working with the handicapped

There are over 3.5 million handicapped persons in the U.S.--one in ten participates in some form of vocational training. Ten states, including Massachusetts, collectively contain nearly half of the total handicapped population reported.[31]

Approximately 1.8 million youth or 7 percent of the total youth population in the U.S. comprise the group identified as handicapped or disabled.[32]

HANDICAPPED POPULATION SERVED IN VOCATIONAL AND SPECIAL EDUCATION PROGRAMS

	% of Handicapped Population Served in Special Ed[1]	% of Handicapped Population Served in Vocational Ed[2]
Mentally Retarded	21.8	36.5
Hard of Hearing	1.0	2.6
Deaf	1.0	0.9
Speech Impaired	29.4	2.7
Visually Handicapped	0.8	2.5
Emotionally Disturbed	8.2	7.3
Orthopedically Impaired	1.6	2.4
Learning Disabled	31.7	36.8
Deaf-Blind	0.0	0.2
Multi-Handicapped	1.5	4.6
Other Health Impaired	2.6	9.9

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[1] National Summary, "State Agency Reports of Handicapped Children Receiving Special Education and Related Services," 1979-1980.

[2] Based on data from Vocational Education Civil Rights Survey: 1980. Comprehensive High Schools and Area Vocation Centers (preliminary, unedited survey data).

The U.S. Office of Special Education estimates that one out of every ten handicapped youth fails to complete high school.[33] Labor force studies indicate that less than 40% of the noninstitutionalized handicapped adults in the U.S. are employed and of these, more than half earned less than $2,000 per year.[34]

Presently, the U.S. Office of Education collects data from states only on those handicapped students who are in special vocational education classes or who are receiving special services. Even so, for the period 1972-1976, vocational education services to "special needs" groups appear at best to be at maintenance level only.

While the actual numbers of special needs learners have increased for each of these years, the percentage of the total vocational enrollments they represent is unchanged, if not lessened. In 1975-76, for example, handicapped students represented less than 2% of the total vocational education enrollments in the U.S.[35] In Massachusetts, handicapped students represented only 1.4 percent of the total vocational student population in the school years 1978-79.[36]

The problems of recruiting and retaining handicapped students for vocational programs are two-fold. On the one hand, vocational teachers feel that they do not have an adequate background or appropriate facilities to work with handicapped students. These concerns are sincere and in many cases they are understandable because teachers and counselors may not be receiving the necessary instruction and support to prepare them to work with these students.

In addition, handicapped students and their parents may feel that their needs can best be met by agencies whose primary focus is on serving the handicapped. Set-aside provisions and requirements for mainstreaming have only slightly altered these perceptions.

A study of special needs populations in vocational education found that vocational educators were concerned that unrestricted access to programs by special education students would negatively affect efforts to raise vocational program standards and to improve their schools' image. While some severely handicapped students will always require highly specialized instruction and might be more appropriately served in a special setting, this category of disabled student is a small percentage of the entire handicapped student population. And while we may tend to generalize the needs of the severely handicapped to include all handicapped individuals, the fact remains that the majority of handicapped individuals can be trained in a "regular" setting.[37]

Educators feared that vocational programs would be considered a "dumping ground for problem children," inappropriately placed and without the support necessary to succeed. This again is an issue that requires the commitment of the local school board and school administrators to implement some kind of information program to help educate teachers, students, parents and the community about the benefits of mainstreaming handicapped students in the vocational school.

Parents' attitudes and perceptions are important factors. Many parents seem to prefer the sheltered environments of the separate vocational programs rather than risk the possibility of their children failing or being ridiculed in the regular school program.

The needs of handicapped students may vary greatly depending on the particular individual. Some of these needs may include:

- Private counseling services which will have an impact on family and personal relationships as well as academic achievement, career choice and work adjustment;
- Instructional support services which help improve the student's achievement in academic and vocational classes and laboratories;
- Psychometric and situational assessments which are useful in planning academic and career goals; appropriate academic and career choices may help avoid unnecessary frustration;
- Medical and health related services which can improve the student's capacities, thereby increasing the efficacy of the other services; and
- Construction of environmental features to permit access--ramps, railings, lavatory facilities, etc.

Meeting the needs of handicapped students requires a coordinated effort that will result in support and assistance from a variety of agencies, and personnel with expertise to design services to handicapped students that are individualized, appropriate and comprehensive. The development of a system of service delivery may require one or all of the following:[38]

- Establishing a definite philosophy of education of the handicapped; this will serve as a guideline for making policies.
- Surveying local resources to identify health, social and vocational rehabilitation agencies; physicians, psychologists, counselors, and nurses are individuals who also need to be identified as resources.
- Determining the availability of special transportation and special equipment is also important; resources for modifying the physical plant need to be located.
- Determining the availability of special instructional materials; this includes teacher aides, equipment, and curriculum syllabuses.
- Determining the availability of highly-trained personnel who are experienced in the care and education of the handicapped.

FOOTNOTES: PRIORITY POPULATIONS

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[4] Findings from a Study of the Joint Economic Committee of the U.S. Congress. Washington, D.C.: 1980.

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[10] Peter L. Porteous. "NAABAVE: New Rallying Point for Black Concerns," VocEd. Jan. 1980, p. 48.

[11] Vocational Education Services to Special Needs Populations, A. L. Nellum and Associates.

[12] Nichols. op. cit. p. 23.

[13] Nichols. op. cit. p. 23.

[14] Harland Randolph. "Our Image in the Black Community," VocEd, the Journal of the American Vocational Association. Jan. 1980. p. 36.

[15] Nichols, op. cit. p. 23.

[16] Massachusetts Department of Education. Massachusetts Annual and Five-Year State Plan for Vocational Education, 1978-1982. Boston: 1977. p. 11.

[17] Edwin T. Rios and William E. Hansen. Career and Vocational Development of Bilingual Students. p.20.

[18] *National Workshop to Increase Spanish Speaking American Participation in Vocational Education at all Levels. Final Report.* New Jersey State Department of Education, Division of Vocational Education: 1976. p. 12.

[19] Alan Hurwitz. *Bilingual Vocational Instructional Training.* National Center for Research in Vocational Education. Ohio State University: 1980. p. 8.

[20] Ibid.

[21] U.S. Department of Health, Education and Welfare. National Center for Education Statistics, Vol. 3, Part 1. Washington, D.C.: 1977 p. 149.

[22] Rios and Hansen. op. cit. p. 5.

[23] *National Advisory Council on Bilingual Education 1978-1979: Fourth Annual Report*. September 1979.

[24] Mass Department of Education. *Annual and Five-Year Report*. op. cit. p. 10.

[25] *Ibid*.

[26] "Prepared Statement of Christine Long for the National Advisory Council on Vocational Education," *Hearings on Reauthorization of the Vocational Education Act of 1963, Part II: Sex Equity in Vocational Education*. December 1981.

[27] League of Women Voters. *Sex Equity in Vocational Education in Massachusetts*. Boston: 1981. p. 8.

[28] *Increasing Sex Equity: The Impact*. op. cit.

Data were combined for secondary and post-secondary vocational school enrollments for the period 1972-1978.

[29] Massachusetts Department of Education. *Annual and Five-Year State Plan for Vocational Education, 1978-1982*. p. 11.

[30] American Institute for Research. *You want to be a WHAT? Sex Equity in Massachusetts Vocational Programs*. Cambridge, Mass. September 1981. p. 3.

[31] National Center for Research in Vocational Education. *"It Isn't Easy Being Special" Let's Find the Special People*. Ohio State University: 1979. R&D Series No. 176. p. 10.

[32] National Center for Education Statistics, 1976 data.

[33] U.S. Office of Special Education, 1979 data.

[34] Sar A. Levitan and Robert Taggart. *Jobs for the Disabled*. Johns Hopkins University. Baltimore, Md: 1977.

[35] NCRVE. *"It Isn't Easy Being Special" Let's Find the Special People*. op.cit. p. 10.

[36] Massachusetts Department of Education. *Annual and Five-Year State Plan for Vocational Education, 1978-1982*. op.cit. p.10.

[37] Paul Hippolitus. "Vocational Education for Disabled Learners: The Promise and the Reality, *"Teaching Handicapped Students Vocational Education: A Resource Handbook for K-12 Teacher*. National Education Assoc. 1981. p. 52.

[38] *Puzzled about Educating Special Needs Students?* Wisconsin Vocational Studies Center.

IDENTIFYING ATTITUDES AND BEHAVIORS: WHAT ARE THE WARNING SIGNS?

There is more to learning than simply acquiring knowledge. Students in vocational education, of course, need to know facts, data and procedures, and they must also be able to perform the skills required of their occupation. A good program of vocational training should also help students to develop a set of attitudes and a system of values about themselves and their work. As vocational educators, we need to be able to identify in our students those positive and negative attitudes that affect performance.[1]

The term "attitudes" refers to the way a person views the world around him or her. Attitudes comprise a system of beliefs, values and tendencies to act in certain ways. If a student believes that vocational education offers an opportunity for growth and advancement, there is a better chance that he or she will remain in school.

We all have attitudes which are basically emotional reactions to something or someone. Our attitudes affect the way we react toward others and the scope and nature of our interaction with others.[2]

HOW ARE ATTITUDES IDENTIFIED?

While attitudes and feelings cannot be observed directly, they can be associated with particular behavioral tendencies expressed by the student or by asking people directly how they feel about something. If the behaviors that are observed are consistent with a person's expressed feelings toward something, this is probably the best indication of what the individual's true attitude really is.

Attitudes may be greatly influenced by daily experience. If experiences prove enjoyable and rewarding, a person is likely to develop a positive attitude. If experiences prove to be unprofitable or unenjoyable, the attitude is likely to be negative. For example, if a student's experiences with books, other children and teachers have been largely positive, the student's attitude about going to school is likely to be positive.

The affective or feeling aspect of experience that people have gives strength or intensity to attitudes and is now recognized as an important variable in learning. The success of an instructional program can depend on it. Because feelings are an important component of attitudes, they should be carefully considered when we attempt to understand their relationship to the successful retention of students.

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[1] NCRVE--Instructional Evaluation Professional Teachers Educational Mod-Series, "Assess Student Performance: Attitudes," Mod. D-3. NCRVE/AAVIM, 1977.

[2] Kathleen Winkler (ed.). Improvement of Placement Services for Youth With Disabilities: A Resource and Inservice Training Manual. University of Massachusetts, Center for Occupational Education. Amherst, MA: pp. 1-14.

Some aspects of attitudes and values may be described as weak, slight or superficial, while others may be deep-seated, strong and personal. For many of the students who have considered dropping out of school, the more obvious warning signs can manifest themselves in poor grades, frequent absences, physical or verbal hostility. If we can identify these warning signs early enough, perhaps we can offer the potential student dropout the kind of assistance he or she may need to remain in school.

WHOSE ATTITUDES ARE INVOLVED?[3]

In order to ensure an atmosphere that will promote a positive experience for the priority population student, we must first identify whose attitudes are relevant to and help determine their success. These individuals will vary from one school or school district to another. Generally, the attitudes of the vocational educator, priority population students, student peers, parents, other teachers, school principal and the school administrators will be most significant.

The attitudes of the vocational educator and the priority population student are of the utmost importance. The student's attitude toward the school, his or her courses and vocational education in general are most important, but it is the vocational teacher's responsibility to help oversee the successful integration of the student into school life.

If the vocational educator has a positive attitude toward working with priority population students, he or she will communicate a faith and determination that success is not only possible but achievable. This attitude can go a long way to influencing priority population students and their peers to help each other develop socially, academically and vocationally. Thus, the barriers and problems that may exist can be torn down or at least greatly minimized. This will also help to motivate the student to have patience while adapting to this new classroom environment.

Secondly, the attitudes of student peers toward their new classmates are important in promoting a positive attitude that will motivate priority population students to rise above the initial barriers and problems and develop a helpful relationship with their new classmates. If this is extended to social acceptance as well, it will, greatly influence the growing positive attitude of the priority population student.

The attitude of the student's parents will influence a student's success because it is the parents who directly determine whether the student will be allowed to enroll in the first place. Parental attitudes vary from one community to the next; these differences must be recognized by the school and attempts must be made to alleviate parents' concerns in the most appropriate manner.

The attitudes of other teachers, the school principal, school administrators and the community will also influence the success of priority population students. Personal backing and financial support by principals and school administrators is very important for success. The unified support among other teachers and the school principal will encourage the success not only in the specific classes in which the students are enrolled but in the school at large. And of course community support will also help to reinforce student participation.

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[3] Adapted from: Bond, R. Mainstreaming the Handicapped in Vocational Education: Developing a Positive Attitude, Palo Alto, California, American Institutes for Research, 1977, pp. 11-12.

ATTITUDES AND ATTITUDINAL BARRIERS

Attitudes have three components or parts:

1. An emotional component which can be positive or negative.
2. A belief component where the individual believes certain things to be true about someone or something.
3. An action component; i.e., you behave in a particular way towards that thing or person.[4]

Because the action component of an attitude is the only observable part, it is the only means of assessing an individual's true attitude toward someone or something. Thus, when an individual says he or she is not prejudiced toward certain groups of individuals, it is impossible to assess the validity of this position without observing the way he or she works and interacts with the particular group. Given another example, a student may deny having difficulty with school work, but his grades and scores on tests indicate that there is a problem.

There are also other characteristics or factors that can indicate our individual's attitude. In addition to problem areas, the vocational teacher should also be able to identify a student's strengths. The following paragraphs describe both problems and strengths that may affect a student's ability to learn and/or relate to others.

Attendance: Students who have had a history of poor attendance may be exhibiting personal attitudes about their school environment, student-teacher relationships, peer relationships, problems at home, etc. The student may be late for classes or not attend all classes.

Reaction to Authority: A history of delinquency and rebellion against authority is another sure sign of potential problems. The student may defy rules, be suspicious of the vocational teacher, reject supervision and be overly sensitive to constructive criticism. If the vocational teacher recognizes and is sensitive to the disadvantaged student's needs, this could lead to the development of strong personal relationships and a more positive atomosphere for learning.[5]

Lack of Personal Goal: Disadvantaged learners tend to have low levels of aspiration and are unable to define and solve problems. They may have difficulty understanding the relationship of school experiences to long-range life goals. They may prefer low and high risk situations rather than consider "realistic" goals that are achievable and rewarding.

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[4] Harold Yuker and J. Richard Block. Challenging Barriers to Change: Attitudes Toward the Disabled. National Center on Employment of the Handicapped at Human Resources Center. Albertson, N.Y.: 1979. p. 18.

[5] Teaching Disadvantaged Students in Vocational Education: Characteristics of Disadvantaged Learners. Department of Industrial Education, University of Maryland, 1979, p.7.

On the positive side, the student will work toward successful achievement when vocational staff assist in setting realistic, performance-based objectives.[6]

Image: Self-image is an important aspect of one's attitude. A negative self-image and a lack of self-confidence are often reflected as a result of continual failure. Apprehensiveness may occur when new learning/training settings are entered. Outwardly, defensive verbal expressions may be exhibited.[7]

Some individuals with disabilities may have developed a poor self-image because of a lack of positive experiences or an abundance of negative ones. In addition to the physical limitations which they experience and must come to grips with, a number of psychological constraints are placed upon them. Handicapped students must deal not only with their own attitudes toward themselves but with the attitudes of non-handicapped individuals as well.

Social Relations: A student may demonstrate antisocial and anti-school behaviors. Acceptance by other individuals is often rejected. On the other hand, positive attributes include the cooperation and mutual aid provided by the student's family and the values shared by the collective family or group.

Learning Styles: A student who (1) becomes bored easily, (2) has a short attention span and (3) cannot relate current instruction to previous learning may develop negative attitudes to learning. However, they may respond positively when the student's (1) basic needs are satisfied, (2) instruction is structured and organized, (3) real and concrete experiences are provided, (4) a multisensory approach is used and (5) active involvement in the learning activities is encouraged.

Manual Dexterity: Students may have difficulty with coordination and manipulation of small objects and tools and/or placing and turning movements with hands. These can negatively affect student attitude toward vocation instructions.

Psychological barriers are potent, difficult to identify, and difficult to break down, but they must be recognized and dealt with before any positive actions with individuals can be undertaken.[8]

Attitudinal barriers, as we can see, inhibit productivity. So the first step in helping to shape students' attitudes about themselves and their education is to identify the attitudinal barriers they may have constructed and develop a plan to break those barriers down.

The next section of this paper will describe several types of barriers. The last section will look at particular characteristics generally identified with priority populations.

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[6] Ibid.

[7] Ibid.

[8] Winkler, op. cit., p. 2.

Barriers Made of Words

Over the years, we as a society have learned to curtail our use of degrading words, phrases, terms which apply to oppressed individuals such as blacks, Hispanics, limited English speaking, women, handicapped individuals and other groups.

However, while the terms we use to address or refer to individuals may not be openly hostile, a negative attitude can still be conveyed through negative empathy or a patronizing tone. Sometimes our lack of experience in working with particular groups can result in using phrases that can alienate an individual when we really thought we were being quite understanding. Some of the common statements include, "I like your people..." "You are as good as I am..." "Some of my best friends are..." "She really did well, for a woman..."[9]

One way that we all can help to break down these word barriers is to become more aware of their use in our day-to-day exchanges with colleagues, students, parents, etc. Correct anyone who uses pejorative expressions in referring to students. A friendly but firm explanation of why such terms are undesirable will usually be accepted and appreciated. Our goal should be to create an atmosphere where negative terms are as unacceptable in informal conversation as they are in the formal curriculum.

Functional Barriers

A number of research studies have been conducted in the past thirty years to address the issue of barriers to employment for individuals with disabilities.

Boyd in Sheppard and Pais lists six major barriers: architectural, transportation, procedural, communication, economic and attitudinal. He states that any country that can develop the necessary technology to put a man on the moon in less than ten years can certainly overcome the first four. Economic barriers will take more work to overcome. But, the most formidable barrier is attitudinal. In virtually all instances the same functional barriers impact on the successful retention of priority population students in school.

The Interagency Committee on Handicapped Employees studied attitudinal barriers in an attempt to develop recommendations for their removal. The Committee identified important attitudinal barriers which significantly impair the success of handicapped persons. We might also consider the similar effect these barriers have on the success of other priority populations.

Apathy: Negative attitudes toward individuals different from ourselves may be based on misconception or incorrect information. However, the lack of information also leaves people totally unaware of the problems or concerns of priority populations, and thus, the prevailing public attitude is one of indifference or apathy.

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[9] Guide to Implementing Multi-Cultural Non-Sexist Curriculum Programs in Iowa Schools. State of Iowa, Dept. of Public Instruction. 1980, p.5.

Paternalism: Paternalism can develop from an attitude that priority population students are not really capable of succeeding in certain situations. Thus, a guidance counselor or teacher may feel they are only doing their jobs when they try to discourage a girl from enrolling in an auto body shop or when a handicapped student is persuaded to enroll in a hotel maintenance course because there will be other handicapped students in the class with him.

Paternalism has the insidious effect of denying dignity to its recipients, and this in turn can affect a person's sense of independence and self-worth.

When paternalism exists at policymaking levels, it reinforces the attitude in others that because certain individuals may require support services, they are incapable of taking care of themselves.[10]

Fear or discomfort: Fear or discomfort about working with handicapped students, girls or boys in nontraditional occupations, people who speak a different language, etc., is probably one of the most common attitudes that inhibits success.

Fear of someone who is different is a natural phenomenon and it may be little wonder, although not justified, that an instructor hesitates to enroll a student whose mere presence makes him or her feel uncomfortable. There may be "real" physical barriers to a student's participation in a class (no special equipment for a handicapped student, no bathroom facilities for girls in a machine shop, no bilingual curriculum for a limited English speaking student). But the most difficult barrier to overcome is the psychological barrier of fear; and this is not as easy to resolve as the problem that simply requires a purchase order for new equipment, architectural adaptation or curriculum modification.

Curiosity: Curiosity as an attitude may be closely related to fear. While curiosity is recognized as a normal phenomenon, and may even be a positive attitude if it leads to a greater understanding of an individual, it can also form the basis for perpetuating negative attitudes.

Curiosity can be perceived negatively in phrases like, "Why do you want to enroll in this class?" "Don't you speak any English?" "What's it like being blind?"

Stereotyping: Stereotyping is an attitude that prevails about a group of people in which all members of that particular group are assumed to possess certain qualities, characteristics or tendencies to behave in certain ways. These stereotypical attitudes are seldom based on fact, and when there is some factual evidence, it is commonly distorted by being applied to all individuals of that group--"Economically disadvantaged students are slow learners." "Handicapped students have a poor self-image."

By accepting these stereotypes, we tend to anticipate student needs and interests without discussing them in great detail with the student. The result may be that we enroll the next 15 handicapped students in a building maintenance course, because "it has always been successful in working with handicapped students," or we may discourage a girl from enrolling in an auto mechanics course because "it's so dirty and noisy; and the boys are always using bad language."

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[10] Winkler, op. cit. p. 5.

Fear of change: Some vocational educators fear that bringing a priority population student into a class might disrupt the routine and lessen the overall efficiency or productivity of the training. In spite of the physical requirements of the course, if there has never been a handicapped student or a girl in a nontraditional occupation before, there is a tendency to feel that these individuals won't be able to keep up with the rest of the class.

If a student cannot accomplish a task in the same way that his predecessors did for the last 20 years, it is assumed that the student can't complete the task at all or at least not efficiently. In order to accommodate the needs of priority population students, counselors and instructors will need to be more flexible in their routines.

Interpersonal Barriers

Many times when we meet or come into contact with an individual who is different, we find ourselves at a loss for what to say or do, when to offer assistance or how to judge functional needs. We may feel uneasy because we have not had much exposure to working with or knowing these individuals, and we may not know exactly how to approach them on an interpersonal level.

In a later chapter on cross-cultural counseling, we will discuss some specific techniques for enhancing interpersonal relations with students, but for now, let's remember the following statements:

> Intergroup understanding is impeded by ignoring individual and group differences and treating all persons as if they were alike. It is also impeded by the opposite approach which is to treat people of other groups as if they were totally different. All human beings,...have the same basic needs and are more alike than they are different. However, there are very real differences in customs, values and beliefs which have been passed from one generation to another within cultures. Both similarities and differences must be recognized, and efforts must be made to understand the reasons for differences if better intergroup understanding is to result.[11]

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[11] Guide to Implementing Multi-Cultural Non-Sexist Curriculum Programs in Iowa Schools. State of Iowa, Dept. of Public Instruction. op.cit. p.6.

- The "treat everybody alike" approach ignores real differences in custom and beliefs that root in the culture of individuals.
- The "treat everybody alike" approach ignores the fact that a woman, a minority person, a handicapped person, etc., may bring to the situation an emotional outlook that results from bitter and unpleasant experiences.
- The "treat everybody alike" principle assumes that there are no cultural differences worth acknowledging and preserving in the life of members of other groups.
- The "treat everybody as if they were totally different" approach ignores the very basic qualities all human beings have in common.[12]

CHARACTERISTICS OF PRIORITY POPULATIONS

In general, guidance and instructional staff should be aware of certain characteristic behaviors in their students which may help to determine appropriate guidance and counseling needs. Some of these same "warning signs" could be helpful in identifying potential student dropouts. The more obvious signs include:

- Consistently low grades, or consistently good grades countered by a sudden period of poor grades.
- Frequent absences.
- Limited or no participation in class discussions.
- Limited or no participation in social activities.

In addition to these general warning signs which may indicate a potential problem for any student, there are other observations that can be made of priority population students. The handicapped and the socioeconomically disadvantaged, for example, may have a number of characteristics in common. Other characteristics may be unique to the particular group. In either case, administrators, counselors and instructors should be aware of these characteristics in order to deal appropriately with students from each group.

The following lists of characteristics of priority population students are provided to assist counselors in recognizing some of these unique problems.

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[12] Ibid.

Handicapped Students: may have the following characteristics:[13]

1. They may lack a sense of personal adequacy, self-worth and dignity.
2. They may be disabled learners limited in the capacity to master basic communication and computational skills.
3. They may have limited mobility within the community and have little knowledge of public transportation, geography and institutions.
4. They may possess personal and social characteristics which interfere with the ability to function satisfactorily in a competitive work setting.
5. They may be affected by chronic illness and by sensory-motor defects which reduce the effective response to training.
6. They may possess physical characteristics which can elicit rejection.
7. They may lack goal orientation, particularly in the area of occupational training.
8. They may have unrealistic ideas concerning appropriate occupational training.
9. They may experience a lack of exposure to worker models.

Disadvantaged Students: particularly those who are economically disadvantaged and living in urban settings, may have the following characteristics (see Deutsch, 1962):

1. They may live in overcrowded home situations.
2. They may tend to stay within their immediate environment, which often lacks the stimulation needed for a healthy life.
3. They may have little experience with successful adult models.
4. They may have few personal experiences which are successful and be conditioned for failure.
5. They may lack the opportunity for membership in appropriate youth organizations.

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[13] Thelma Lennon. Guidance Needs of Special Populations. Information Series No. 145. National Center for Research in Vocational Education, Ohio State University: 1979. p.5.

6. They may lack money for clothing appropriate to weather conditions or teenage fashions.

7. They may receive an education which does not meet their need for occupational training and which frequently seems unrelated to their world.

8. They may experience discrimination and segregation.

Besides considering the general characteristics disadvantaged students may possess, we should be aware of the classroom behavior these students may exhibit. Disadvantaged students may demonstrate the following characteristics in the classroom:

1. Low-level reading ability
2. Limited formal vocabulary and poor speech construction and diction
3. Relative slowness in performing intellectual tasks
4. Poor health and poor health habits
5. A predisposition to regard themselves as failures and to fail as a result

Disadvantaged students have other learning problems as well. Reading, writing, and arithmetic are basic educational skills, yet many disadvantaged students never master these skills in their early school years. Because they do not read or understand easily, they cannot keep up with their classwork. By the time they reach high school, intelligence test scores, school marks and teacher evaluations have designated them as slow learners, even though such a designation may not reflect their true mental abilities.

Students from different cultural backgrounds: including many blacks, Hispanics, Native Americans and Asian Americans, have unique problems in relation to the cultural majority. These problems might be psychological or attitudinal, and may involve alienation or a sense of isolation. Other problems might be educational or related to an inability to speak or understand the dialect of the majority.

The unique situation of students from different cultures is clarified by Groomes' (1975) observations that while there may be a variety of individual differences between cultures, there are some general characteristics and experiences which may be shared by these groups as well.

1. They may be experientially disadvantaged.

2. They may be environmentally disadvantaged--economically, socially and/or educationally.

3. They may be discriminated against and alienated.

4. They may be from different cultural backgrounds.

5. They may lack basic academic skills and appropriate work competencies.

6. They may exhibit a learning performance pattern (e.g., a short attention span) that requires a variety of activities and involvement in order to stimulate learning.

7. They may experience a minimum amount of individual attention at home, school or elsewhere.

8. They may be viewed as failures.

9. They may have a greater capacity to learn than they have exhibited.

10. They may be responsive to attempts to help them.

It is important to understand the attitudes of these students toward education when considering their guidance needs. According to the U.S. Office of Economic Opportunity (1970), these students view their educational experience in the following ways:

1. The school day is long and tedious.

2. The education they are receiving seems to lack relevance to their future life and needs.

3. The school system often fails to recognize and respect their culturally different backgrounds.

4. Some teachers lack an understanding of their special needs and problems.

5. Little or no special instruction and attention is provided to help them fit into the regular school programs.

6. Too much time is spent on discipline; staff members are occasionally involved in physical conflict with the students.

7. Too little time is given to the type of counseling, encouragement or other support they need to enter the world of work, which means that they leave school unprepared for a job. When these students encounter discrimination or are unsuccessful in finding jobs because of their age, race or poor educational background, they do not believe that returning to school will improve their situation.

Bilingual or limited English-speaking students: students from different cultural backgrounds may have an additional characteristic which impairs their academic performance and retards their integration into the mainstream of life in this country. Many times these students speak and understand a dialect other than standard English. Differences in dialect can create difficulties in reading, comprehension, vocabulary, pronunciation and spelling. Language differences in the classroom can threaten effective teaching and learning.

Educators have expressed many points of view on the teaching of standard English in the classroom. The posture taken on the importance of standard English has serious consequences for students from different cultural backgrounds. Critics of the use of standard English question the need to help students enter a society in which standard English is natural, especially when the values of the society are uncertain (Fasold and Wolfram, 1970). Others take the position that all students should know when and how to use standard English, but should also be allowed to retain their original dialect. There is also a growing recognition that present teaching methods and materials may be inadequate to deal with the problems of nonstandard English.

It is important for counselors and teachers alike to recognize the influence of nonstandard dialects spoken by minority students. Differences in dialect and cultural experiences can affect students' performance on tests and determine their academic placement.[14] Tests often contain cultural questions. Although culturally referenced tests have been developed, a culture-free test does not exist.

Summary and Conclusions

In summary, attitudes are important because they predict behavior, can be transferred, tend to be contagious, and susceptible to change in relation to the intensity of feelings or in the information base that supports them.

To change negative attitudes into positive attitudes, it is necessary to provide new information to support the positive attitude and show the dissimilarities between the new situation and previous unpleasant situations, develop a positive attitude because it will influence others, and provide pleasant, rewarding experiences in order to reduce negative feelings.[15]

Priority population students are likely to have personal, social and academic difficulties which result in low success rates in schooling and employment. Teachers and counselors must be sensitive to the individual and group needs of these students. Certain common characteristics deserve particular attention.

Perhaps the most serious disadvantage is the lack of basic academic skills, particularly communication skills. Many times, poor academic skills on the part of disadvantaged students are a result of difficulties in reading and understanding standard English. Difficulty with standard English becomes a major factor in students' ability to perform well on oral and written tests. Poor test results, in turn, may mean that students of normal intelligence are improperly labeled as slow learners, and a pattern of academic failure is established.

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[14] Lennon, op. cit., p. 8.

[15] Robert Weisgarber, ed. Vocational Education: Teaching the Handicapped in Regular Classes. The Council for Exceptional Children.

COUNSELING PRIORITY POPULATION STUDENTS[1]

Counselors can play a vital role in helping the priority population student identify his or her needs and interests and make appropriate decisions about vocational education. The degree of counselor or teacher effectiveness might be measured by the counselor's commitment, sensitivity, cultural awareness, positive regard, aggressiveness and feeling of acceptance of the student.

Unfortunately, the counselor or teacher may try to assist students with special needs in adjusting to the school while placing too much responsibility for change with the child (Costin, 1975). Alternative educational programs have been developed within the traditional school programs to reach large members of students who may be alienated, disruptive or indifferent. Some of the counseling methods used in these programs might be helpful in working with students who have been identified as potential dropouts.

Concerns in Counseling Priority Populations

In working with disadvantaged and minority students in particular, counselors must recognize the needs and characteristics of the group, including the cultural backgrounds of the community and the effects of poverty on individual students in each cultural group.

By recognizing the particular strengths of these priority populations, counselors can help to integrate these students into the educational system. Gordon (1963) has identified certain learning abilities that priority populations may possess but which often go unrecognized or untapped in the schools:[2]

1. They are creative, motivated and proficient in areas where their interests lie.
2. They are capable of working well and hard on a specific task or assignment which has a purpose for them, for example, taking courses which will result in a job or scholarship leading to a career.
3. They have a capacity for close and loyal personal relationships. This is especially true of relationships with their peers.

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[1] Adapted from: Thelma Lennon. Guidance Needs of Special Populations. Information Series No. 145. NCRVE, Ohio State University: 1979. pp. 12-15.

[2] *Ibid*. p. 8.

4. Unusual experiences make a deep impression on them, as they do on all children.

5. The mental associations they make with familiar objects often differ from those usually made by the general public.

6. They may be slow to make nonpersonal references. They believe only what they can see, feel and prove.

Identifying and working with students who cannot cope with the demands of school is not a job for the counselor, the administrator or the teacher alone. Individual concern and attention to the student, together with skillful guidance and counseling, can mean the difference between a continued sense of hopelessness and the desire to give education another chance.

To deal appropriately with these priority populations, the counselor should:[3]

1. Show interest in the student by exhibiting patience, being available when needed and not giving up.

2. Establish a rapport with the student. This may involve working on home problems with parents, being realistic in advice and helping the student to develop his or her own values.

3. Develop skill in "hearing" nonverbal communications. This comes from working directly with the student, seeking out information about the home environment and being aware of the influences which affect the student's outlook.

4. Work with the teachers to discover the student's qualities which should be encouraged and developed.

5. Work with teachers to improve the student's self-concept.

6. Be perceptive to preventive action that should be taken to forestall punitive action.

7. Work with teachers in formulating a curriculum which the student can handle.

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[3] Ibid. p. 15.

8. Help orient students to cooperative work programs; assist them in adjusting to their work duties, and keep in contact with their employers.

9. Provide guidance and counseling for out-of-school young people, both graduates and dropouts.

10. Use group counseling techniques where feasible and applicable.

11. Provide a regular program of individual counseling.

12. Assist in job placement.

13. Establish contact with social and community agencies and refer students or their families to those agencies which can handle their specific problems.

14. Participate in inservice training courses.

Models for Counseling

In particular, three models for alternative counseling of disadvantaged and other priority population students have been developed by minority counselor educators. These models stress an understanding of the cultural differences many students experience in order to foster their ability to succeed in the larger culture.

The three models include systemic counseling, transcendent counseling and stylistic counseling.

Systemic Counseling[4]

Systemic counseling, as proposed by Gunnings and Simpkins (1972), is a theoretical model for counseling the culturally different. Systemic counseling is based on the following premises:

1. Using counselors who are sensitive to clients' feelings of resentment and hostility.

2. Advocating positive "attention" rather than negative "instruction."

3. Insisting that counselors act as advocates of their clients.

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[4] *Ibid*. p.8.

4. Involving the counselor as a consultant to students, teachers and parents.
5. Providing clients with a perspective on personal problems and how they relate to problems within the system.
6. Stressing the integration of knowing, feeling, doing.
7. Emphasizing the redefinition of client goals and priorities based on expressed needs, interests and realistic outcomes.
8. Operating from a theoretical position which enables the counselor to assist in a client's growth and development.
9. Helping the client to identify the sources of "power" within our society and how he or she can use them effectively.
10. Supporting the notion that the counselor arrives at counseling decisions and makes recommendations only with the client's knowledge and, in some instances, consent.

Transcendent Counseling

Transcendent counseling (Harper and Stone, 1974), is a counseling theory and an intervention strategy which involves the counselor's use of teaching, motivating and social modeling techniques to persuade clients to alter their lifestyles. Transcendent counseling focuses on the following activities:[5]

1. Psychological and physical changes.
2. Changing the client's lifestyle as opposed to behavior.
3. Long-range change as opposed to short-range.
4. Irreversible change as opposed to reversible change
5. The role of the counselor as teacher, social model, motivator.

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[5] *Ibid*. p. 13.

Stylistic Counseling

The stylistic model of counseling the culturally different (McFadden, 1976) is based on three primary dimensions. The foundation of stylistic counseling can be found in the cultural-historical dimension--the first and most fundamental part of the model represents the origin of an ethnic group's life in the United States. In order for a counselor to understand the values of the culturally different, he or she must acquire a basic understanding of the historical and cultural development of the particular group.

The psycho-social dimension deals with the mental and sociological ingredients which support the formulation of culturally different behavior that may be observed in cultural lifestyles. The third component of stylistic counseling is the scientific-ideological dimension. Race relations is a subset of this dimension. Counselors have to understand how, why and when clients feel the need to become integrally and racially identified with their cultural group.

Some fundamental premises of the model for stylistic counseling include the following:[6]

1. Through reading and research, the counselor should become cognizant of the parallels and diversities between ethnic minority and nonminority history and culture.
2. It is impossible for a counselor to counsel minorities without understanding what they think, to what they aspire and what problems they have.
3. The counselor should minimize the use of "I can't" and emphasize the use of "I can."
4. The counselor should help to build self-images by providing examples, achieving goals, successful experiences and, when possible, specific role models.
5. The family is a survival mechanism for minority people, and the concerns and suggestions of the family should be solicited and seriously considered.
6. First impressions are lasting; if counselors give the impressions that they do not care, then culturally different clients will not trust them. (p. 28)

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[6] *Ibid*. p. 14.

TECHNIQUES FOR MAINSTREAMING HANDICAPPED STUDENTS IN VOCATIONAL CLASSES

Handicapped students are participating in vocational education programs at an increasing rate each year, but for some people there is cause for concern that placements are occurring at a pace faster than vocational schools are prepared to handle.[1]

After a decade of legislation requiring vocational education's involvement in teaching handicapped persons, the pressure continues to "do more" in helping to prepare youth for the world of work. Despite these pressures and increasing efforts to provide equal access and equitable services, predictions are that two out of every five handicapped youths leaving our U.S. school system in the next four years will be underemployed. Nationally this represents more than one million young people.

Many handicapped persons resent labels and rightly so, but the reality is that if we do not allow stereotypes to limit our thinking, we may provide useful information regarding specific handicaps. We should be providing information to vocational teachers in a way that it will be helpful. This information should not foster additional barriers by offering material that could be skewed to provide reasons to deny access to certain programs not usually thought of as suitable for particular disabilities.

Marrae and Turner caution us that, "We must not make assumptions as to what handicapped individuals may accomplish. But rather realize that, with determination, program and equipment modification and supportive services, many handicapped people can reach their vocational goals.[2]

Handicapped students are, first and foremost, students. A good teacher can teach most disabled students if the obstacles to learning are resolved. Often this may mean that the environment and instruction may need to be modified in order to minimize or alleviate the effects of the handicap.

This may mean identifying a physically accessible classroom for non-ambulatory students. It may mean finding a reader or reader services for blind students or for learning disabled students. It may mean locating a sign language interpreter for deaf students.[3]

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[1] Adapted from William V. Maconachy. "Preparing Nonhandicapped Students for Their 'Special' Peers," Teaching Handicapped Students Vocational Education: A Resource Handbook for K-12 Teachers, National Education Association, 1981. pp. 39-44.

[2] M. Quigley Marrae and Bobbie Porter Turner. "Teaching Techniques for Mainstreaming Handicapped Students in Vocational Classes," Teaching Handicapped Students Vocational Education: A Resource Handbook for K-12 Teachers. National Education Association, 1981. p. 81.

[3] Paul Hippolitus. "Vocational Education for Disabled Learners: The Promise and the Reality, "Teaching Handicapped Students Vocational Education: A Resource Handbook for K-12 Teachers. National Education Association: 1981. p. 52.

Do not assume the blind person cannot type or work on computers. They can, and some have done so without modifications to the equipment. There are many similar examples that apply to all handicaps. Try the following exercise to check your attitudes and stereotypical thinking.

Exercise to Pinpoint Stereotypical Attitudes[4]

Stereotyped Characteristics Assigned Handicapped Persons	Questions to Ask Yourself
1. Emotionally Immature	When was the last time I slammed a door in anger?
2. Undependable	When was the last time I was late to or forgot a meeting?
3. Need Immediate Gratification	When was the last time I bought on credit?
4. Slow	When was the last time I said, "I don't understand?"

Independence is important to the self-esteem of the handicapped person and should be encouraged. Most handicapped people do not appreciate unnecessary help or special favors. Statements such as "I don't consider myself handicapped" and "I just do things a different way" are sincere and should be believed (Ian McNett). The fact remains, however, that vocational teachers, counselors and administrators want and need explanations and techniques to increase the delivery of equitable services to each student according to handicap.

Many people prefer the use of the term exceptional person (which then can be expanded to include the gifted and talented student and the disadvantaged). The term handicapped has been defined in P.L. 94-142 (Federal Register April 7, 1977) as follows:

A. A person who is:
   1. mentally retarded,
   2. hard of hearing,
   3. deaf,
   4. speech impaired,
   5. visually handicapped,
   6. seriously emotionally disturbed,
   7. crippled (orthopedically impaired),
   8. other health impaired, including learning disabilities to the extent the disability is a health impairment; and

B. Who by reason of the above:
   1. requires special education and related services, and
   2. cannot succeed in the regular vocational education program without special assistance; or
   3. requires a modified vocational education program

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[4] Beane and Zachmanoglow. "Career Education for the Handicapped: A Psychosocial Impact." Vocational Guidance Quarterly 28, no.1, 1979.

Student placement must be made in the educational environment most appropriate (or least restrictive) for the student ("least restrictive environment" clause, in Education for All Handicapped Children Act of 1975, PL 94-142). Some administrators misread the law and conclude that all handicapped students must be placed in mainstream vocational programs, but placements should be made on an individual basis, depending on students' needs as determined by the IEP.[5]

The real significance of "least restrictive environment" clause is that an increasing number of students with handicaps will be receiving vocational education in a wider variety of program arrangements, but that not all students will automatically move into the regular vocational program.

Experience has demonstrated that when compared to the average non-handicapped student, the handicapped may have a somewhat greater need for:[6]

- developing pre-vocational knowledge and attitudes
- pre-training in skill assessment
- assistance in program planning and positive reinforcement during vocational counseling
- vocational classroom opportunities that lead to feelings of achievement rather than failure, including well-planned IEPs and attention to special needs that arise from particular handicapping conditions.
- placement in favorable work study or work experience stations
- coordination and follow-up with other staff, particularly special education teachers with work study or coop supervisors

Marrae and Turner, in their article discussing appropriate teaching techniques for mainstreaming handicapped students in vocational classes, have provided a good description of the characteristics and special needs and abilities of these individuals.

Orthopedically Impaired

Special needs are highly diverse and individualized to each student. Some ways to help the physically disabled according to needs are:[7]

- use a typewriter for persons who can't write
- be sure all facilities allow for passage of a wheelchair
- check doors, lavatories, drinking fountains, aisles
- ramps are important

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[5] Leonard Albright. Administering Programs for Handicapped Students. Professional Development Series 3. American Vocational Association and National Center for Research in Vocational Education. 1979. p. 11.

[6] John W. Warden and Raymond H. Lehrman. Goals and Objectives of Vocational Education for Handicapped Students. Northern Institute for Research, Training and Development, Inc. Anchorage, AK: 1979. p. 13.

[7] Hippolitus, op. cit.

- reaching, grasping, and moving can be aided with special tools such as tongs, extended handles with hooks or gripping devices
- handrails, braces, and other devices are useful

Physical therapists, rehabilitation counselors, special-needs teachers are invaluable sources for advice on specific modifications. Often, industrial arts teachers can provide help by designing and creating special apparatus when needs have been assessed.

Learning Disabled

Many of the same techniques used for hearing impaired or visually impaired will be appropriate for the LD student. Problems are auditory and/or visual in nature and do not signify a lack of intelligence or maturity. A learning disabled person may be extremely intelligent, but unable to read because of visual problems. Deletions of words or letters and reversals of letters and words may cause difficulty with reading.[8]

- taped material or oral instruction may be helpful

- simultaneous presentation methods are useful

Information regarding each individual's specific problems will be needed before successful planning can occur. Don't forget to ask the students what they need and what problems they are experiencing with particular presentations. This person may require testing with specific assessment instruments to determine the extent and nature of the problems.

Mildly Mentally Retarded

Mildly mentally retarded students do not differ greatly from so-called normal students but often react to frustrations stemming from the expectations of society that are difficult to meet. Intelligence scores are usually rated between 50 and 80. This student may take longer to learn but can be successful with support help. Maturity level may lag behind the age group, as well. Self-image may present a problem and social problems may plague this student.[9]

- Structured class activities to allow for shorter attention span, and design materials to provide for success experiences,

- present lessons and directions in small enough steps to allow for understanding,

- use repetition and practice as often as possible,

- recheck at scheduled intervals for retention of information,

- be certain students know all that is needed to complete assignments,

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[8] Ibid.

[9] Ibid., p. 82.

- expect competent work, at a slower pace,

- talk to them on their level and within their own cultural frameworks to aid understanding.

Emotionally Handicapped

Emotionally handicapped students are often hard to describe because of the wide variety of forms their handicap takes, but warning signs may be evident in inappropriate behavior exhibited frequently and with more intensity than is generally observed in a peer group. Obsessions, excessive hostility, irrational fears and lack of control are all examples of emotional problems.[10]

This person usually has a very low frustration level and benefits from a calm environment as free from distractions as possible:

- provide consistent and routine experiences,

- keep structure in lessons,

- use a sequence step approach with small amounts of information given at any one time,

- praise the student for success experiences,

- explain objectives for all tasks,

- be sure the students understand what you consider appropriate behavior,

- try to provide as much work space as possible so that distraction from peers is minimized.

Visually Impaired

The legally blind individual has 20/200 or less vision. Other problems include restricted loss of peripheral vision, lack of clarity of vision, inability to distinguish one or more colors.

In order to determine the type and amount of assistance needed, learn how the person manages the problem. Many of the visually impaired have devised innovative ways of coping and like other handicapped, do not enjoy being given help they don't need.[11]

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[10] Ibid., p 83.

[11] Ibid.

Some general procedures may be useful when working with the visually impaired:

- show the student where things are in the classrooms and labs (don't be afraid to say "see" and "look")
- pair the student with a peer when necessary
- be sure work areas are well-lighted and light is even and glare-free
- use adjustable chairs, tables, desks to help the person get comfortably close to the work
- provide for enlargements of printed material
- simplify instruction and use tape recorders, oral instruction and testing
- use key words and word lists
- check equipment to see if extra safety guards are needed (buzzers, bells, etc., are good warning devices)
- present tasks in a step-by-step logical manner
- expect competent work although more time may be needed to complete tasks
- use encouragement and praise for achievement

Hearing Impaired

Hearing loss ranges from mild to severe. The person with a 60-80 decibel range loss is defined legally deaf, other degrees of loss are labeled hard-of-hearing.

Many hearing impaired speak extremely well, some use lipreading or sign language or a combination of methods. It is very important to realize that the deaf and hearing impaired exhibit a broad range of intelligence, and IQ is not an indication of how well the user will use oral language.[12]

- do not place this student in a glaring light or facing a bright light
- avoid standing with your face overly illuminated or partially shadowed or covered when speaking to the hearing impaired

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[12] Ibid.

Do not exaggerate speech or speak too loudly.

- talk at a moderate pace, speak clearly
- be sure you are understood.

Often students may act as if they understand when they don't. Use pictures, diagrams, gestures to aid in communication.

- avoid excess noise in the room
- place student in a centrally located area so the hearing aid, if one is used, can pick up the surrounding sound more evenly
- use flashing lights as safety features for equipment
- organize material, restate facts and directions and use key points
- write out important information given orally over intercom speakers or by others

SUMMARY

Cooperation is the key to successful programs for the handicapped. Of utmost importance are teacher cooperation and attitude. Without this vital ingredient, success may be nearly impossible.

Vocational educators have a tremendous opportunity to help students and to improve their own accountability by accommodating the mainstreamed student with compassion and creative effort.[13] Teachers who make the effort to provide a good delivery of services have a vehicle for showing that their teaching skills make a difference.

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[13] Ibid.

PROVIDING ADDITIONAL SUPPORT TO HANDICAPPED STUDENTS

One of the ways to assist handicapped students is by providing teachers with backup support and information. Vocational educators have long worked with special-needs students who have been mainstreamed into their classrooms. The primary difference today is that an ever-growing number of handicapped students are applying for enrollment in vocational skills training programs.[1]

Now that P.L. 94-142 has mandated mainstreaming students and delivery of appropriate services, many vocational teachers are requesting information about handicapping conditions and how to deal effectively with specific problems in the classroom and shop.

Vocational teachers are concerned for student safety in the shop, apprehensive about working with handicapped students without specific training or administrative strategy, and are afraid that they may have to lower class standards to accommodate special-needs students.[2] This last factor is particularly significant when you recall that the primary objective of technical and trade programs is to prepare students with entry-level job skills.

Vocational instructors are rightfully proud of their students' successes in the labor market. This is, however, why vocational and practical arts educators are concerned over efforts to mainstream special-needs students. Will they be able to maintain the high standards prospective employers have come to expect of their graduates and at the same time succeed in meeting the needs of their handicapped students?

Documentation of failures, dropouts, and nonreturning students show that students with handicaps need additional services in both instructional and supportive areas in order to be successful. If these services are not provided, special-needs students tend to become failures in the mainstreaming concept.

In any effort to provide information about handicapping conditions, two problems become immediately apparent. One is that labels have often represented the greatest handicap of all due to stereotyping.[3] One stereotype, and perhaps the most dehumanizing of all, is the attitude that reduces all handicapping conditions to the status of an "illness." Attitudinal barriers are often the most difficult to overcome and, according to Guildman and Roth in their book The Unexpected Minority, represent the next great civil rights struggle in our country.

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[1] Gerald A. Vanim. "A Learning Managed--A Partial Solution." Teaching Handicapped Students Vocational Education: A Resource Handbook for K-12 Teachers. National Education Association, 1981. p. 27.

[2] Ibid.

[3] M. Quigley Marral and Bobbie Porter Turner. "Teaching Techniques for Mainstreaming Handicapped Students in Vocational Classes," Teaching Handicapped Students Vocational Education: A Resource Handbook for K-12 Teachers, National Education Association, 1981. p. 81.

The Area Vocational Technical Schools in Delaware County, Pennsylvania, developed a "Learning Manager" program to assist their vocational instructors in providing the necessary support to their handicapped students.[4] The dual purpose of this project was (1) to provide handicapped students with supportive instructional services from the time interest in vocational education was first indicated, throughout enrollment, and continuing until students had completed their skills-training program and were placed in a full-time employment; and (2) to provide the teaching staff with supportive services, including inservice workshops and assistance in providing individualized instructional programs.

Teachers were assisted in the identification of those handicapped students who were being mainstreamed into regular vocational programs.

Initially some of the Delaware County sending schools sought to protect the anonymity of their handicapped students fearing that once identified, that student would be "labeled," thus reducing the chances for assimilation and success.

But the Learning Manager staff convinced schools that it is essential for the classroom teacher to know, or determine, the limitations of each student as well as evaluating the strengths that each student brought to a program. The student was seen as a totality and everyone concerned--parents, home school personnel, and classroom instructor--had to be able to communicate and approach the student from the same perspective.

With information from the student's home school IEP, vocational interest, aptitude, and skills test results, teachers can more effectively modify instructional programs so that they are more relevant for matching students special needs and abilities with appropriate vocational skills training.

One of the measurable outcomes of the Delaware County effort has been a greater student retention rate. Over 85 percent of the enrolled handicapped students were pre-enrolled to continue their vocational training, in an effort to achieve an even higher level of competency. This compares favorably with an overall student retention rate of 83 percent.[5]

No one style of teaching is most effective. Successful teachers of special-needs students have used a wide variety of methods of teaching styles. Their success has little to do with methodologies. It is, instead, teachers who combine their job-oriented skills with the basic human qualities of perception and sensitivity who are helping our handicapped youth make the adjustment to the vocational classroom.[6]

The needs of the handicapped student in a vocational setting cannot be met by a single person. By assisting the regular vocational skills instructors in understanding and meeting the unique needs of handicapped students and in planning effectively for them in the classroom, we may broaden our base of expertise, increase teacher confidence, and gain sympathetic supporters for the mainstreaming concept.

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[4] Vanim, op. cit., p. 29.

[5] Ibid.

[6] Ibid.

Some general techniques for the vocational teacher are to seek out and use the services of special education staff, aides, tutors, interpreters, volunteers and other students. Special-needs liaison persons can assist teaching staff as they work with vocational students and become actively involved in mainstreaming by providing supportive services for students and teachers. This approach, while not a panacea for all the problems of mainstreaming special-needs students, is another valuable aid in education's quest of helping each child reach his/her full potential.

Ask the handicapped person to provide specific methods for managing his or her handicap. Invaluable suggestions for modification of equipment or classes may be obtained by getting input from the handicapped person. Counseling and guidance for the student and family may be required; job placement and followup may be needed for some students. Use of counselors and Department of Vocational Rehabilitation personnel and other staff can be called on to help provide many of these services.

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WHAT ATTITUDES ARE NORMALLY EXPRESSED?

Consider the following list of attitudes that may be present in your school and community.

Handicapped Students' Attitudes

- "Will teachers and students feel awkward around me? Will they seriously doubt whether I can succeed in school and in a job?"
- "I know what career I want and I'll work as hard as anyone to get the training I need and to get a job."
- "In the past people have treated me as if I were not human. I don't expect that to change in the future."

Vocational Teachers' Attitudes

- "I already have enough problems dealing with students who can't read or are discipline problems. I don't need a whole new set of problems."
- "Handicapped students may get hurt or cause other students to get hurt on the equipment."
- "I know I could accommodate a student in a wheelchair but I would have to learn how to provide for a blind student."

School Administrators' Attitudes

- "My teachers and staff understand each student's strengths and limitations. This is true of all students, both handicapped and non-handicapped. We treat each student as an individual with a unique set of needs and assets.'
- "Handicapped students will cause too much congestion in our narrow hallways. Our insurance rates will surely go up."

Parents' Attitudes

- "There will have to be someone with my son all the time. Otherwise, who will look after him?"
- "The special education teacher understood my daughter and the class was small enough for her to receive individual attention. What will become of her when she is herded in with everyone else?"
- "My son will have to learn how to succeed in competition with non-handicapped people and I believe he has the capacity and drive to do it."

Employer Attitudes

- "Other workers will not be able to work well with the handicapped."
- "I will have increased expenses due to accident frequency and higher insurance rates."
- "I don't see how they can get the job done at all."
- "If I hire a handicapped person, it will be more difficult for me to release them."
- "I'll be bothered by 'do-gooders' while the handicapped person is on the job."
- "There won't be anyone to turn to for special support services if I hire a handicapped person."

Source: Dahl, P. et. al. Mainstreaming Guidebook for Vocational Educators. Salt Lake City, Utah, Olympus Publishing Co., 1978, pp. 18-19.

THE PARTICIPATION OF GIRLS AND BOYS IN NONTRADITIONAL TRAINING PROGRAMS[1]

Passage of the Vocational Education Act amendments in 1976 may well have marked the turning point for major reforms regarding sex equity in vocational education. It was this piece of legislation, P.L. 94-482, which mandated policies and procedures to assure equal access to vocational programs by both men and women.

Since 1976, achievement of sex equity in vocational education programs has become a priority for policy makers and practitioners at the federal, state and local levels. While much effort has focused on eliminating the barriers that had resulted in sex-segregated vocational programs in the past, enrollment patterns of both sexes have not exhibited spontaneous change in response to these pressures. The relative participation of women and men in non-traditional programs and occupations remains small.

Patricia Benner, of the National Commission on Employment Policy, described the general state of sex equity in vocational education in her testimony before Congress at the 1981 hearings on the reauthorization of the Vocational Education Act:

> "Although women take as much or more of their course work in vocational education as men, program enrollments within vocational education are clearly segregated by sex. While there have been some changes since 1971, in 1978 women continued to predominate and constitute over 75 percent of the enrollments in three areas: health, home economics, and business and office. Males continue to predominate and constitute over 75 percent of the enrollments in three areas: agriculture, trade and industry and technical. The remaining category---distributive or retail sales--was about 50 percent female."

The Relative Participation of Men and Women in Vocational Education Programs

A Congressionally-mandated study conducted by the American Institutes for Research revealed similar patterns of sex-segregated vocational programs. The apparent downturn in the concentration of women in business and office, occupational home economics, and health between 1972 and 1976 appeared to have leveled off by 1978. During that same period, the participation of women in traditionally male programs in agriculture and technical occupations experienced a modest increase, but their participation in predominantly male trade and industry programs showed virtually no change.

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[1] Jill Miller, Mimi McGrath and Rhonda Pekelo-Bielen. "The Participation of Boys and Girls in Nontraditional Training Programs," Future Shares: Strategies for Increasing Sex-Fair Educational Practices in Nontraditional Vocational Training Courses (Proposal). A. L. Nellum and Associates, Boston: 1983.

According to the AIR study, women have been more successful than men in entering programs that are nontraditional for their sex, but the relative increase of both women and men in nontraditional occupations remains low. One particularly encouraging finding, however, is that participation in non-traditional training programs increased where efforts were made to reduce sex-stereotyping.

Yet another report--this one on the Impact of the Vocational Education Amendments on Sex Equity--found that between 1972 and 1978 women made greater enrollment gains in mixed programs than in nontraditonal programs. Mixed programs tend to be defined as those with nontraditional enrollments greater than 15 percent but less than 75 percent. The report also noted that enrollments for women in nontraditional programs were greater in technical and in agricultural programs than in trade and industry programs. Where there were increases in trade and industry program enrollments, these tended to be in courses without a strong sex-role image --such as drafting, law enforcement and graphic arts--rather than in courses with a strong male role image like construction.

The sex equity report also found that the greatest increases in the enrollment of women in nontraditional programs occurred in states where planning and monitoring systems were established to meet equity goals, where funds were committed to establish equity programs and where efforts were made to utilize the entire state staff to address sex equity.

As these and many other studies show, the predominant characteristic of male and female enrollments in vocational education programs is that they continue to be very much sex-segregated. Just last month Janet Wells, of the National Coalition for Women and Girls in Education, testified before the Senate Subcommittee on Education, Arts and Humanities. In her remarks on the status of sex equity in vocational education, Wells reported that many programs preparing students for traditionally female-intensive jobs still have an overwhelming enrollment of women.

For example, women comprised 91 percent of the enrollments in training programs for nursing assistants; 87 percent of the community health worker trainees; 92 percent of the cosmetology trainees; and 92 percent of the secretarial trainees. Conversely, women constituted only a fraction of the enrollments in any of the traditionally male courses of study--5 percent in electrical technology; 10 percent in electronics; 0 percent in appliance repair; 4 percent in auto mechanics; 4 percent in carpentry; 3 percent in electricity; 5 percent in welding.

As part of another Congressional study--this one conducted by the National Institute of Education--Benson and Hoachlander of the University of California at Berkeley analyzed student participation by race and sex in four states. They concluded that "the most striking feature...is the very high concentration of boys in programs with high wage opportunities and the correspondingly low concentration of girls."

In all four states, over 35 percent of all the boys enrolled in vocational education were participating in programs with the highest expected wages. In none of these states did the proportion of girls in these high wage programs exceed 11 percent. Benson and Hoachlander concluded that because employers see few minorities, women or handicapped students coming through the higher quality training programs, they remain suspicious of hiring them. The result is a perpetual reinforcement of the status quo and a kind of structural discrimination.

State and Local Level Implementation Strategies

After a decade of federal efforts to eliminate sex discrimination in education, why do these patterns persist? Part of the answer can be found by looking at state and local level implementation strategies.

Benson and Hoachlander ("Descriptive Study of the Distribution of Federal, State, and Local Funds for Vocational Education") found that only about one-fifth of the secondary and two-fifths of the postsecondary LEAs reported that they were organizing special activities to overcome sex discrimination and stereotyping. Of the 15 states in the sample, few spent funds authorized in the Vocational Education Act for displaced homemaker services, support services for women entering nontraditional vocational education or day care. The authors went on to say that "states which did expend funds usually spent small amounts. None of the states reported spending more than one-half of one percent for these (sex equity) purposes."

Despite these firdings, however, there has been a slow but steadily increasing support for sex equity, primarily at the state level. States have taken steps to expand sex equity staffs, increase budgets and promote more stringent requirements governing local school district applications for State VEA funds.

Implementation activities at the local level, however, can only be described as "passive compliance," at best. The League of Women Voters recently published a study (Achieving Sex Equity in Vocational Education, A Crack in the Wall) which found that many local school personnel were confused about the requirements of state and federal laws promoting sex equity. Guidance counselors were often uninformed or misinformed about the changing status of women and lacked sufficient time and skills to adequately counsel students about sex equity issues and opportunities in nontraditional vocational training programs.

Efforts to implement the sex equity provisions in P.L. 94-482 have concentrated on such issues as the elimination of sex-biased entry requirements into vocational programs; recruitment of nontraditional students; inservice programs for counselors and teachers on the requirements of the law; state-level reviews of local school plans and proposals to insure that they include sex equity provisions; programs and services to interest girls in non-traditional training areas and strategies to help broaden the views of both girls and boys about occupational options.

General Considerations For Participating in Nontraditional Vocational High School Programs

Despite these efforts, students who do select non-traditional programs report that they are frequently subject to harassment by their peers of both sexes, their parents, community leaders, and in some instances, teachers. While there have been increases in the participation of women in non-traditional programs, this has occurred primarily at the postsecondary and adult education level, not at the secondary level.

Research on the participation of high school girls in nontraditional programs suggests that during the high school years, young women are most involved in determining the context of their womanhood. This makes it perhaps the most difficult time to try to encourage girls to enroll in nontraditional vocational training, since girls at this age are under tremendous peer pressure to conform to traditional patterns of behavior (Kane and Frazee. Women in Non-traditional Vocational Education in Secondary Schools. Rj Associates).

Entry Into Nontraditional Occupations

Efforts to promote the participation of students in vocational training areas that are nontraditional for their sex have been paralleled by similar efforts to increase the number of women entering nontraditional occupations. This includes concerted attempts to enroll women into apprenticeship programs from which they have historically been excluded.

An important component of successful NTO programs has been the provision of support and counseling to prepare women for what they might expect once they arrive on the job. (Kane and Miller. Women and Apprenticeship: A Study of Programs Designed to Facilitate Women's Participation in the Skilled Trades. Institute for Women's Concerns). Because the NTO programs cannot control the employment environment, they must focus their efforts on preparing or "changing" the woman so that she will be successful.

NTO programs teach women what to expect, how to deal with being the only women on a job site, how to respond to comments that may be made. Women are encouraged to organize and participate in support groups with other women working in nontraditional jobs. This has proven to be a successful way for women to share their experiences so that they don't feel isolated and can gain support and strength from one another. (Jill Miller. Apprenticeship and Nontraditional Employment for Women). Some of these same strategies for supporting women in nontraditional jobs can also be effective with high school students enrolled in nontraditional training courses.

The Massachusetts Experience

The experience of boys and girls in nontraditional vocational training programs in Massachusetts generally reflects NTO trends nationally.

The Massachusetts Department of Education has defined "nontraditional" vocational education enrollments to include courses in which 90-100 percent of the students are of one sex (Annual and Five-Year State Plan for Vocational Education, 1978-1982). According to Admissions Update reports for the 1981 school year, eight out of every ten females enrolled in Massachusetts vocational high schools were either in non-occupational consumer homemaking or office occupation programs. In trade and industry courses where girls were enrolled, they made up less than 5 percent of the class. Skills training courses in air-conditioning, refrigeration, heavy equipment operation and maintenance, masonry, plumbing and pipefitting had female enrollments of less than 2 percent.

Studies of secondary and post-secondary nontraditional enrollees indicate that the choice of nontraditional skill training is most often related to personal interest and/or ability (Lewis and Kaltreider, 1976; Kane and Frazee, 1978). The results of the AIR study, You Want To Be A WHAT? Sex Equity in Massachusetts Vocational Programs, support this finding but the AIR researchers identify a complex set of additional factors that motivated Massachusetts student respondents to select nontraditional skills training programs.

AIR identified two sets of factors: internal sources, like ability and interest in the skill area, potential for increased earnings in nontraditional occupations, doing something different and the opportunity for hands-on learning and problem-solving; and external sources, like the role of family members in the decisionmaking process, the support of school personnel and the role of peer support groups.

The barriers faced by Massachusetts students who were considering nontraditional skills training are generally the same barriers experienced by students across the country. Students' decisions to pursue nontraditional skills training often require a high degree of self-confidence and perseverence. The AIR study found that while many students had to defer enrollment due to outside pressures (from family, friends, the community), others enrolled in spite of these pressures.

There exist a number of exciting and innovative projects for working with nontraditional students in Massachusetts vocational high schools:

- At Shawsheen Vocational Technical High School, students developed a four-part series (Project Scope) of self-instructional manuals for student support groups in nontraditional vocational programs. In response to the high demand for these manuals, the Division of Occupational Education has provided funds for three additional printings of the series.
- Beverly Lydiard, at Minuteman Regional Vocational Technical High School, designed a workshop on sex-role stereotyping and attitudes which she conducts for all incoming ninth graders. The workshop prepares them for a year of required exploratories in various occupational shops, three of which must be nontraditional shops. Lydiard then organizes and runs a support group for students who select a nontraditional area for the remaining three years of school. Participation in the support group is strongly encouraged for all nontraditional students. Lydiard notes that all of those students who graduated in nontraditional areas have participated in the support group.
- A career education project in the Pittsfield Vocational High School employs two paraprofessional counselors to run a speaker's bureau

and field trips for ninth grade exploratory programs. The counselors also conduct workshops for middle school students to discuss opportunities for vocational education. These workshops have been well-received, not only by the students, but by the middle school teachers and guidance counselors who were unaware of the entrance requirements, program offerings and post-graduate opportunities at the vocational high school.

Student Retention Issues

While there has been no substantive national research on the retention of students in nontraditional programs or the factors that impact on decisions to remain in nontraditional programs, we can make some assumptions based on available studies of women's employment programs. These studies tend to focus on factors external to the actual classroom situation. The most significant of these include the role of family members in influencing the decision-making process; the role of school personnel in providing supportive services like exploratories, nontraditional role models, peer support groups or shop-related information; and the role of student peers.

At the local level, additional data compiled from the AIR study of sex equity in Massachusetts vocational programs provides us with some insight into the issues involved in retaining students in nontraditional high school training programs. In answer to the survey question, "How do students in non-traditional programs confront their problems," student respondents identified four coping strategies: (1) dropping out, (2) talking it out, (3) acting out and (4) dishing out a taste of the same medicine. Finding themselves in unpleasant or intolerable situations, few non-traditional enrollees were likely to "grin and bear it" just to get through the course (American Institutes for Research in the Behavioral Sciences. You Want to Be A WHAT? Sex Equity in Massachusetts Vocational Programs).

For students who eventually dropped out of nontraditional shops, their reasons for leaving can also be clustered into four broad categories: (1) shop-specific problems, (2) general failure in school, (3) involuntary departure and (4) desire for traditional skill training. According to the AIR study, the vast majority of dropouts fall into the first category.

Among the shop-specific problems identified by students who dropped out and current nontraditional enrollees who were considering dropping out, the problems most often cited include: (1) dislike for the program, (2) poor performance in the nontraditional skill area, (3) inability to do the strenuous work required, (4) personality conflicts with the teacher and (5) harassment from classmates. The AIR study went on to define the common personal characteristics of nontraditional students and found that all the study respondents shared the attributes of being goal-directed, determined to succeed and generally confident of their own individuality. These personal characteristics were evident when students were asked to identify the most pressing problems confronting them in the vocational shop--the majority of the students indicated that they could cope with issues of dislike for the program, performance or strenuous work, but they needed additional support to help them handle personality conflicts and harassment.

Conclusion:

Current data seem to indicate that any effort to improve the methods by which vocational education is delivered to the nontraditional student population in Massachusetts should address factors related to the actual classroom situation, including exploratory and pre-vocational activities, curriculum and environmental adaptations, supportive service delivery and counseling in interpersonal relations with teachers and student peers. Attention to these specific issues may be a positive factor toward recruiting and increasing the number of nontraditional students in the future.

As the classroom situation changes and as opportunities increase for students to succeed as a result of those changes, other students who may have been reluctant to "be the only one in a class" will be more likely to pursue programs in which they are truly interested.

PEER AIDES AS A RESOURCE FOR IMPROVING RETENTION[1]

With a busy class schedule, it is difficult enough to teach students with traditional large-group methods much less to individualize instruction, which is often more desirable. One technique for getting around this problem is to use peer aides . The school and the classroom teacher benefit by utilizing a built-in resource--the students.

Peer aides are often more readily accepted as role models as they work to build confidence in their fellow students. The technique is designed to foster learning in the student being tutored, but it also reinforces learning in the tutor. An additional benefit comes when students discover that it is more satisfying to achieve influence through cooperative activities than through competitive or even rebellious activities.

Peer aides can be used effectively beyond the regular vocational class, for example, in youth organizations, teacher education situations and community groups. The technique has been widely used in drug and alcohol abuse centers. In a CETA program model, displaced homemakers who lack self-confidence and abilities for wage-earning jobs are helped by peers who have at one time experienced similar problems and successfully overcome them.

If you hesitate to try this technique, consider these factors: Have you had difficulty getting a point across to a student? Since peers can "speak the same language," they may be able to more effectively teach the disadvantaged learner whose background may vary greatly from your own.

Through the one-to-one relationship, the peer aide can give immediate feedback. Communication can be enhanced by using non-verbal cues as well as verbal cues.

What are the chief advantages of using peer aides? Consider those students in your classroom who seem withdrawn into their own shells despite your attempts to draw them out. Students receiving peer tutoring often show greater interest and motivation, increased knowledge, better attendance and a better general attitude about learning and school.

In addition, the tutor reaps many benefits. Because of his or her participation as an active learner, the tutor:

- Gains an increased sense of self-worth from the contribution made to fellow students and the to the teacher;
- Develops an analytical approach to solving problems through presenting information to different learners;
- Improves communication and other human relations skills;

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[1] Adapted from Lucille Frick. "Peer Tutors: The Peerless Resource," VocEd, Vol. 55 No. 6. June 1980. pp. 28-29.

- Increases creativity as new instructional methods are explored and adapted; and

- Develops leadership abilities.

The use of peer aides is a very practical method that works with any age group, in any subject and at nearly any ability level. But the peer aide program must be used in a consistent and well-planned manner. Particularly important issues include identifying a potential peer aide who has mastered the skill to be taught, providing training on how to teach, and explaining to other sutdents what the peer aide program is about. In addition, the instructor will need to provide adequate time and space for aides to teach their peers. This should be arranged by the students themselves, without any intervention from the instructor.

USING CONFERENCES TO HELP MEET STUDENT NEEDS

Increasing student retention is an important by-product of a guidance program...properly delivered, it helps students develop more mature educational and career goals. Retention research has indicated that commitment to educational and career goals is a strong factor in a student's persistence in school.[1] As a tool in achieving student commitment, student conferences are a central feature of the student-teacher/student-counselor relationship.

In addition to facilitating effective academic planning and course scheduling, and dealing with students' progress toward educational goals, the guidance process should be an effective means of perceiving student problems and bringing the student into contact with appropriate institutional or community resources. It is important that this kind of intervention occur before the needs become acute and the tendency to drop out becomes irreversible.[2]

Guidance counseling is a complex activity which should help students realize maximum education benefits. Guidance conselors can accomplish this by:[3]

1. Helping students clarify their values and goals and better understand themselves;
2. Helping students understand the nature and purpose of education;
3. Providing accurate information regarding educational options, requirements, policies and procedures;
4. Helping students plan educational programs consistent with their needs and interests;
5. Assisting students in continually monitoring and evaluating their educational progress;
6. Integrating the available resources of the school to meet students' special education needs and aspirations.

In addition to these responsibilities, guidance staff must also be available to help resolve personal problems, family issues, medical problems, etc. Because the guidance department in most schools is small, counselors must rely on teaching staff to help identify these potential problems.

The rest of this paper will discuss the purposes and potential advantages of student-teacher and student-counselor conferences.

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[1] David S. Crockett. "Academic Advising: A Cornerstone of Student Retention," New Directions for Student Services: Reducing the Dropout Rate. Jossey-Bass, Inc., San Francisco: 1978. p. 30.

[2] Ibid.

[3] Ibid. pp. 29 - 30.

What is a Student Conference?

Conducting conferences is an important part of the teacher's role in helping students to learn, grow and mature. Conferences are held for many different reasons. Some conferences are held primarily to gather data concerning a particular student, others involve talking about vocational decisions, an overdue assignment or a failed test. Sometimes students are seeking help or advice; often they just need someone who will listen.[4]

Most student-teacher conferences involve only one student. However, occasionally several students may get together with a teacher if the students have identified mutual concerns they wish to talk about.

A conference may be impromptu and may take place in the hallway during a chance encounter, but it is preferable that it be carefully planned in advance. This paper will describe the skills you need to:

- Plan effective conferences
- Create a supportive environment and display the kind of attitude that will foster communication and promote useful results
- Help students identify and clarify problems or concerns, consider alternatives, plan possible solutions and start carrying out their plans
- Recognize problems that need to be referred to a trained counselor or other specialist

Where does the role of the teacher end and the guidance counselor begin?

Teachers can expect students to become mature, well-developed individuals if the emotional, physical, vocational or social aspects of their development are properly identified and supported. Through close daily contact with students, teachers have an opportunity to identify and attend to these developmental needs.

An approach that is sensitive, encouraging, warm and honest is usually most successful in helping students meet their needs. These qualities, combined with the ability to direct, instruct and evaluate, can make the teacher both a supportive listener and a guide in solving problems and making decisions. In other words, they can make the teacher a "counselor." There are some important and basic differences between the role assigned to the vocational teacher and that assigned to the counselor, however.

Although the effective vocational **teacher** should be supportive and open, he/she is also expected to take an active role in explaining and making assignments, demonstrating skills, directing activities, exerting authority and making decisions. The good **counselor**, on the other hand, is expected to assume a more passive and non-directive role in dealing with students. If the teacher, acting as counselor, assumes a directive, teaching role rather than a nondirective, counseling role, he or she may tend to overpower the student.

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[4] From NCRVE. "Using Conferences to Help Meet Student Needs," Professional Teacher Education Module Series. Module F-3. Ohio State University, 1977.

As a vocational teacher, you have many opportunities to use conferences. You work closely with students both in the classroom and in the shop. Through frequent informal contacts, you can develop a close, genuine relationship with students that will influence their personal, as well as academic development. From the students' point of view, you are a familiar person who is available when they need help, someone they know and respect.

Conferences with Individual Students[5]

Informal, Impromptu Conferences

These are likely to happen daily. Situations occur when you (or the student) have something specific on your mind that can be said quickly and that probably can be settled without much discussion. You may be bothered by a minor incident in the student's classroom behavior or concerned about an assignment which was missed. You may want to encourage the student to begin a new project or to commend him or her on recent progress. A student may be worried about some lab work, the loss of a shop tool or not being able to understand a technical point.

Many times, informal conferences are simply a way for you and the student to keep in touch with each other and to continue good, friendly relations. The brief, informal conference may take place within the classroom, in the school hallway, in an empty classroom after school or wherever two people can get together for a few minutes to talk.

No extensive preparation is required of either party, and the topic under discussion will probably have a specific and limited focus. It may be extremely informal and not particularly private, but this type of conference is essential in keeping the teaching-learning process going forward smoothly.

Formal, Planned Conferences

There are times, however, when you and the student need to communicate with each other in a much more deliberate and structured manner. If the subject of concern is very personal and sensitive so that privacy is required, a **formally arranged conference** will probably best serve the purpose. This type of conference is also best when a good deal of time may be needed to formulate some solutions, or when extensive preparation is necessary to gather information or make plans.

Some Common Conference Situations

Your approach to conducting individual student conferences may vary depending on the nature of the problem or situation being discussed. More common conference situations my include:

- the behavior-related conference called by the teacher to correct unacceptable behavior

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[5] Ibid.

- the student- or teacher-initiated conference to discuss a personal problem

- the student- or teacher-initiated conference to review education or vocational planning or adjustment

Obviously, these are not clearly separate categories. They can, however, help you as you examine your role in counseling students.

The behavior-related conference.--Many teacher-student conferences grow out of an incident or series of incidents which lead to the student's being asked to come in to see the teacher to discuss the situation. Incidents might be related to classroom behavior, completion of assignments or conduct. In such cases, the teacher knows what is to be discussed and can prepare for the conference.

In preparing for this sort of conference, it is important to check the data you have gathered--both formally and informally--about the student. You may discover that additional data are needed before you can conduct the conference effectively. By checking these data, you may identify problems which may be causing, or be related to, the disciplinary or behaviorrelated problem.

The personal problem conference.--Many teacher-student conferences grow out of a recognition that the student needs help in meeting a personal problem. The problem may involve the student alone, or may involve the student's relationships with others.

If possible, you should review the pertinent student data you have collected in advance of the conference. In many instances, however, the conference will be initiated by the student (e.g., by dropping in after class) and you will not have enough time or information in advance to prepare for the first meeting. Your success here may depend on your previous knowledge of the student and on your counseling skills.

Vocational teachers usually have fewer students than do academic teachers, and work more closely with them on an individual basis for longer periods of the school day. Thus, vocational teachers and their students are often better able to relate to, and communicate with, each other.

The educational or vocational planning and adjustment conference.--Many teacher-student conferences grow out of a recognition that the student needs help (1) on a school-related problem such as improving study habits, or (2) in establishing career goals and taking the steps necessary to prepare for employment or further training. A central task of the planning and adjustment conference is to help the student understand himself/herself in relation to the world of work.

In preparing for the conference, you should first review pertinent data about the student, especially information indicating prior career goals, work experience, and results of interest inventories, aptitude tests, ability tests and achievement tests. You should also locate up-to-date information concerning educational and career opportunities related to the student's vocational area, career goals and ability level. Information available through the guidance office would be extremely helpful here, as well as general career information from the school library or AV center.

Identify people in the community who could talk with the student about specific occupations. If necessary, you should call in the counselor to help interpret test scores and interest inventories to the student and provide a clearer picture of the student's pertinent interests, abilities and needs.

Planning and Conducting Individual Conferences

As we mentioned in the previous section, one of the critical elements of a successful conference is the teacher's review and understanding of background information regarding the student. For the impromptu conference, the information may be concerned more with the teacher's day-to-day knowledge of the student and his or her participation in class. With the formal conference, the teacher should allow sufficient time to review pertinent documents, test results, etc., before the scheduled meeting.

The consequences of a formally planned conference may be a bit awesome to the student since the topics being discussed are usually very important. The conference should be conducted carefully and thoughtfully, using techniques known to be effective and helpful.

There are some basic steps you should follow in conducting an individual conference:[6]

- provide for privacy and reasonable freedom from interruption
- arrange the seating so that the setting is informal and arrange for the atmosphere to be comfortable
- use a friendly, but businesslike, approach to establish the conference atmosphere
- help the student feel at ease by talking with him or her for a moment or two about something you know interests the student
- encourage the student to talk about personal concerns by asking appropriate questions and by showing interest
- listen attentively, and do not exhibit shock or disapproval at anything that is said
- be understanding and accepting regardless of the nature of the student's difficulties
- do not consider it a weakness if the student fails to look you in the eye or shows intense emotion.

Try not to agree or disagree with the attitudes expressed. Concentrate on how the student feels and on helping him/her discover and face problems. Try to see problems through the student's eyes. When you express your own views be aware that perhaps they are not the only correct way of looking at things. Don't try to identify yourself with the student's problem. Don't tell anecdotes or stories; keep your own experiences out of the picture.

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[6] Ibid.

Try not to ask prying questions; what the student has not told you is probably concealed for deliberate reasons, and prying may only put the student on the defensive. Use questions tactfully to help him/her come up with ideas for action or sources of information.

Don't let awkward pauses bother you. These may occur when the student wants to talk about something, but may feel uncomfortable about what to say. The pause may be to give the student time to organize his/her thinking. Don't break such a pause with questioning, but indicate that it is all right to take more time.

If other resources are required, help the student to identify and plan to use them. You may want to make specific suggestions and arrange a personal contact for the student. If referral to a counselor or other specialist is in order, help the student to accept the idea and prepare for it. Never turn the student over to someone else without his/her prior knowledge and approval.

Finally, close the conference on time, or at an appropriate moment. The conference can be closed when the student has finished talking and when some future plans have been made. These factors should be coordinated with the time allowed for the conference. You will need to assure the student that what has been said will be held in strict confidence. On closing the conference, you can extend a friendly word of encouragement and indicate that your door is always open for further help.

Following Up on Conferences

After the conference has ended, you will have some basic follow-up activities to complete. Record what has transpired as soon as possible. Try to distinguish between relevant and irrelevant facts for the record, and separate and label any interpretations you make to distinguish them from the objective data.

Take any action steps you agreed to during the conference. You may need to collect more student data or information to get clearer insight into the situation or contact appropriate resource persons that may help the student. Except in unusual circumstances, contacts with other individuals should not be made without approval of the student.

Evaluate each conference in terms of the effect it has had upon the student. You could structure this evaluation by asking yourself the following kinds of questions.[7]

- Did the student seem satisfied, or seem to be started in a positive direction?
- Did the student show a cooperative, friendly attitude?
- Does the student appear to feel he/she can return at any time?

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[7] Ibid.

- Is the student planning to carry out the plans formulated during or as a result of the conference?
- Is there a change in the student's attitude or behavior which might be attributed to the conference?
- Has the student recommended that others come to you for assistance?

EVALUATING THE STUDENT CONFERENCE

- Did student seem satisfied or started in the right direction?
- Did student show cooperative, friendly attitude?
- Does student appear to feel he/she can return at any time?
- Is student planning to follow through on advice?
- Is there change in student's attitude or behavior?
- Has student recommended that others come to you for help?

THE
STUDENT-TEACHER
CONFERENCE

KEEP COMMUNICATIONS OPEN

- ENCOURAGE STUDENTS TO COME IN FOR HELP
- HOLD FREQUENT, INFORMAL CONVERSATIONS
- INITIATE FORMAL CONFERENCES WHEN APPROPRIATE

PREPARE IN ADVANCE

- GATHER AND STUDY RELEVANT STUDENT DATA
- IDENTIFY AND ASSEMBLE INFORMATION
- ALLOCATE ADEQUATE TIME
- ARRANGE APPROPRIATE SETTING

PROVIDE HELPING ENVIRONMENT

- PUT STUDENT AT EASE
- ALLOW STUDENT TO EXPRESS CONCERNS
- HELP STUDENT RESOLVE PROBLEM/REACH DECISION
- REFER STUDENT TO APPROPRIATE PROFESSIONALS
- PREPARE STUDENT FOR CONTACT WITH RESOURCES
- HELP STUDENT SUMMARIZE WHAT WAS DISCUSSED AND AGREED UPON DURING CONFERENCE

FOLLOW-UP

- RECORD WHAT TOOK PLACE
- COLLECT ADDITIONAL DATA
- CONTACT RESOURCES
- TAKE ANY OTHER AGREED UPON ACTION
- EVALUATE CONFERENCE

BEST COPY AVAILABLE

REFERRING STUDENTS TO OTHER PROFESSIONALS

In your contacts with students, you will inevitably come across a problem that requires special help. In these situations, referral to other trained professionals is recommended. Referrals may also be required if your school has definite policies for dealing with a problem which specify the use of persons other than the teacher. Make certain that you are aware of these policies so that you will know when to refer the student, to whom to refer the student and the procedures for doing so.

The Role of the Guidance Counselor

In general, you can refer students to any pupil personnel worker for help with problems related to that person's area of responsibility. Depending on the school level, the following persons can provide students with valuable services.

The guidance counselor is the person students most frequently contact to provide additional help. Counselors are equipped to help students directly with their personal concerns and their educational and career planning needs.

While counselors are not licensed psychologists, they can help students deal with many common personal and emotional problems, talking with students about their interpersonal relationships at home and in school, and about the stresses of daily living. Over time, counselors and students working together can get problems out in the open and can work out solutions to these problems.[1]

Because of their training and experience, counselors are in a much better position than vocational teachers to recognize serious emotional problems in students, and to know what additional professional help is needed.

Counselors can help students understand their present educational progress by interpreting test results and other data for them. If necessary, counselors can arrange for, and administer, further tests (e.g., vocational, interest, aptitude). Counselors also have access to special materials needed by students, and can provide the assistance and materials needed to--[2]

- develop improved study skills
- select appropriate career goals
- locate educational and occupational opportunities
- identify available sources of financial aid for education

The counselor can arrange for a conference involving the counselor, parents, student and/or teacher(s). The counselor's training especially qualifies him or her to conduct such conferences.

Counselors can also assist students indirectly by helping teachers to locate resource materials, identify procedures for working with particular students, understand test results, and identify special tests which should be administered--in other words, helping the teachers to help the students further.

Other Referral Sources Within the School

The **school psychologist** usually provides diagnostic testing for reading or other learning difficulties, as well as individual psychological examinations and diagnoses. The psychologist can help counsel students who have emotional problems and can refer students to outside community resources for additional or more comprehensive services if necessary.

The **school nurse** handles medical problems and records. Any hearing, vision, personal hygiene or related problems are usually referred to them. In turn, a nurse may refer the case to other medical professionals for assistance.

The **visiting teacher** can be used to teach students in the home who have long illnesses or other problems, and can provide contact with outside agencies, including welfare groups, juvenile courts and others concerned with student problems such as pregnancy, drug usage, etc. The visiting teacher often provides a link between home and school through home visits by relaying information, explaining policies and acting as a liaison between home, school and outside agencies.

The **attendance worker** checks on the whereabouts of students who are absent and works closely with the visiting teachers in making use of outside agencies.

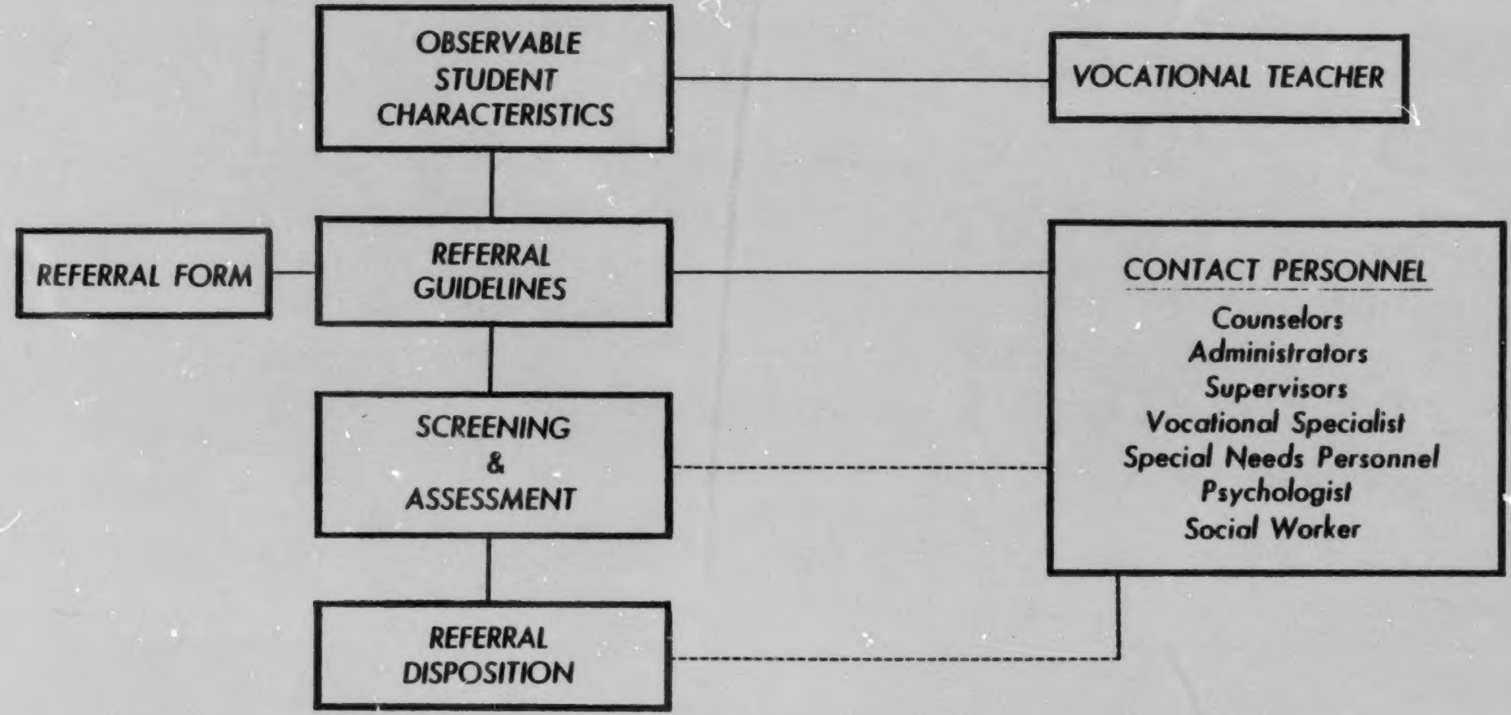
The Referral Process

The referral process consists of the stages and personnel involved in verifying the need of a vocational student for special support services. As shown in the flow chart on the following page, a referral should be made only after the vocational teacher has identified and described the characteristics of the particular student; has met with the student and, in most cases, arrived at a mutually agreed upon decision to act; and has determined that the resolution of the issue or problem requires assistance from some more experienced or expert individual/agency.

The vocational teacher should identify and use the referral process established for the local education agency (LEA). Occasionally, no guidelines are available. The Maryland State Department of Education has designed referral guidelines that might be helpful in those situations.[3]

Step One:	Analyze the referral process and decide what specific student information is necessary. Become familiar with any restriction placed on the referring person (i.e., parental permission).
Step Two:	Identify the contact person; this individual may be the guidance counselor, school administrator, vocational education supervisor, vocational resource teacher, a special needs liaison person, an established review committee composed of representatives from the school and district, a school psychologist or a pupil personnel worker.
Step Three:	Analyze your school's referral form for completeness. Acceptable referral forms should elicit the following types of information:

REFERRAL PROCESS



OBSERVABLE STUDENT CHARACTERISTICS

VOCATIONAL TEACHER

REFERRAL FORM

REFERRAL GUIDELINES

SCREENING & ASSESSMENT

REFERRAL DISPOSITION

CONTACT PERSONNEL

- Counselors
- Administrators
- Supervisors
- Vocational Specialist
- Special Needs Personnel
- Psychologist
- Social Worker

Teaching Disadvantaged Students in Vocational Education: Disadvantaged Learner Referral Process. Department of Industrial Education, University of Maryland and the Division of Vocational-Technical Education, Maryland State Department of Education. 1979.

- Name, address, age, birthdate, sex, school, grade placement and program of student.
- Names, addresses, occupations and phone numbers of parents or guardians.
- Date on which the referral form is submitted.
- Name and title of referring person(s), including teachers, parents and community services personnel.
- Reason for the referral, including a detailed description of the student's specific problem.
- Strengths of the student.
- Special services the student is already receiving.
- Recommendations for special services/programming.
- Name(s) and title(s) of the contact personnel; and
- Disposition of the referral.

The vocational teacher should adhere to the school's guidelines, complete the referral form and route the form to the appropriate contact person. The contact person, in turn, determines the eligibility of the referred student for special services and communicates this information to other appropriate individuals.

Each referred student is screened and assessed using diagnostic tools and techniques. Assessment assists in the determination of the student's eligibility and provides information for program planning and implementation.

After the screening and assessment process, a decision is made about the disposition of the referral. The procedure may include further specialized testing, counseling, parent and teacher conferences or a special instructional plan. In determining appropriate services, consideration should also be given to the approximate length of time that will elapse before action can occur.

Defining Referral Process Terms[4]

Assessment: Evaluation using diagnostic tools and techniques to gather pertinent information on the informational, manipulative and/or attitudinal potential or performance of a student.

Contact person: Person or persons responsible for determining the eligibility of the referred student for special services and for communicating this information to the vocational teacher.

Referral disposition: Results of a referral including the procedure to be followed and the time of implementation.

Referral guidelines: Procedure, contact personnel and forms used in referring students.

Referral process: Stages and personnel involved in assessing and determining the eligibility of vocational students for services.

Screening: Process of selecting or rejecting students for special services based on eligibility criteria.

School and Community Resources

An effective vocational teacher incorporates instructional aids and student support services into the education program. These resources help to bridge the gap between the school and society and make education more understandable to the students. The use of school and community resources capitalizes on the expertise of others, eliminates duplication of services and permits the allocation of funds to areas of "real" need.[5]

Student services may often require inter-disciplinary/interagency involvement. Personnel and agencies must communicate with each other to insure continuity in delivery of the services. This cooperation assists the planning of vocational programs that accommodate individual students' goals, envrionmental backgrounds, personality traits, learning styles, academic problems and vocational aptitudes.

Using School Resources

School resources are available from within the educational hierarchy and educational associations. Instructional aids such as print materials, audiovisual media, equipment, demonstrations, speakers, field trips and work experiences may be particularly helpful in enhancing the development of students to a point where they are encouraged to remain in school.

Examples of school support services include classroom assistance, work study coordination, behavior management, diagnostic assessment, therapeutic counseling, motor skill development, instructional consultation, academic tutoring, legislative information and special projects and programs.[6]

School resources can be categorized as (1) school personnel, (2) ancillary personnel and (3) educational hierarchy personnel.[7]

School personnel include the vocational teacher and support persons who may work with the teacher as members of a cooperative team. This team may provide specialized in-class support to students as teacher aides, notetakers and interpreters. They can provide advice and insight about students, programs and instructional resources. In addition to the vocational teacher, school personnel can include:

- Work study and co-op coordinators
- Job placement specialists
- School nurses
- Reading specialists
- Administrators
- Guidance counselors
- Teacher aides
- Diagnosticians
- Academic teachers
- School librarians
- Audiovisual specialists
- Bilingual instructors, counselors and aides

Ancillary personnel are persons who provide specialized support services. These services include assessing the student's vocational and academic needs, therapeutic counseling, developing fine and gross motor coordination and assessing hearing and vision problems. In addition, ancillary personnel provide information about the student's home environment, identify current community support services and help to develop special programs. These specialists treat specific aspects of a problem and can help with student adjustment. Selected ancillary personnel include:

- Special needs personnel
- Occupational therapist
- Physical therapist
- Vision and hearing specialist
- Speech therapist
- Vocational evaluator
- Social worker (pupil personnel worker)
- School psychologist
- Special library service personnel

Educational hierarchy personnel are persons who represent agencies that can provide teachers with information about legislation, instructional techniques, special projects and programs. These personnel help keep the teacher's knowledge current about educational trends, specialized teacher education programs and inservice workshops. Educational hierarchy personnel are in the county school systems, colleges and universities and state and federal education departments. Typical personnel representing this category are:

- Vocational education supervisors
- Resource/Helping teachers
- Teacher educators
- Division of Vocational-Technical Education specialists
- Vocational Curriculum Research and Development Center personnel.
- Vocational Association officials and committee members
- United States Office of Education personnel
- Vocational Education Advisory Council members

Using Community Resources[8]

Community resources are available from sources outside of the school hierarchy and educational associations. The types of instructional aids are similar to the school instructional resources. General types of support services available include academic, economic, employment, health, legal, psychological, safety, social, vocational and physical assistance.

Community resources can make important contributions to vocational programs. Included among the benefits are:

- Supplementing the curriculum and instruction.
- Providing skilled resource persons from many fields.

- Giving students firsthand knowledge of occupational areas.
- Making youth more aware of career opportunities.
- Providing the school with equipment and materials.
- Relating class instruction to the environment and,
- Developing school and community public relations.

Community resources can be divided into four major groups: (1) federal and state agencies; (2) community agencies and organizations; (3) business, industry and labor organizations and (4) citizen and special interest groups.

Federal and state agencies have regional and local offices that can provide support services to students. These services include job training, work experience and placement programs; financial support (i.e., supplemental social security income and public assistance); housing; health; community action; youth programs; employment and consumer information; and legal aid. Selected federal and state agencies are listed below:

FEDERAL AGENCIES

1. Employment & Training Administration of DOL
2. Social Security Administration
3. Community Action Programs (CAPS)
4. Model Cities
5. Department of Health and Human Services (DHHS))
6. Department of Labor (DOL)
7. Department of Defense (DOD)
8. Civil Service Commission (CSC)
9. Government Printing Office GPO)
10. Department of Agriculture

STATE AGENCIES

1. Vocational Rehabilitation
2. State Employment Service (SES)
3. Juvenile Services
4. Department of Corrections
5. Human Resources
6. Family Resources
7. Public Health Agency
8. Mental Health Agency
9. Public Assistance
10. Governor's Committee for Youth Employment
11. Commission on Civil Rights

Community agencies and organizations provide a variety of local services. These services are identified in local directories and by the local administrating agencies: (1) youth recreation; (2) counseling and tutoring; (3) employment and job training; (4) foster care placement and (5) leadership development. Selected agencies could include:

- Chamber of Commerce
- Local Housing Office
- Local Youth Work Programs
- YMCA/YWCA
- Goodwill Industries
- Red Cross
- Opportunities Industrialization Centers (O.I.C.)

- Drug Abuse Centers
- Alcohol Programs

Business, industry and labor organizations provide numerous services: (1) providing sources for field trips, guest speakers, special demonstrations and equipment and materials; (2) sponsoring job training programs and employment opportunities and (3) providing occupational and/or product information.

Citizen and special interest groups can offer unique special services for students and programs: (1) scholarship programs, (2) legal aid, (3) day care, (4) transportation, (5) counseling, (6) food and clothing donations and (7) housing programs. A selected list of these groups follows:

- Lions Clubs
- Kiwanis
- Rotary
- Churches
- Women's Clubs

Certain resources clearly aid instruction, while others provide suppport services to youth. The vocational teacher should now develop an inventory of usable school and community resources.

Developing a Resource Inventory

An inventory of resources is essential for program planning and implementation. This section offers suggestions for developing a concise but informative inventory of school and community resources.

Who will develop the inventory?

The first step involves determining who will participate in developing the inventory. An individual teacher, a group of occupationally related teachers or a group of individuals representing various instructional disciplines within the school may conduct the survey of possible resources. A group with similar occupational interests may record career related resources, while an interdisciplinary team may be needed to develop a comprehensive inventory of resources usable within the entire school.

Develop inventory form

The second step is to develop a resource inventory form. The resource inventory should be divided into school and community sections. These sections may be further divided into sources related to instruction and supportive services for the disadvantaged vocational learners.

Identify resources

The third step involves identifying possible school and community resources. Information may be collected from existing educational resource lists, occupational and community directories and various school and community groups.

Additional information is available in the Yellow Pages, trade and technical journals and professional education journals. Groups such as the vocational advisory committees, parent-teacher associations, student government associations, local business associations and local trade councils can also be helpful.

Conduct resource survey

The fourth step involves conducting a school and community survey of the agencies, organizations and businesses that are applicable to a student and/or program. The following information should be gathered:

- Contact person(s)
- Title/responsibilities
- Business/agency
- Address
- Phone number(s)
- Description of services
- Degree of interest in working with school
- Type of community resource
- Procedure for providing supportive services (i.e., referrral procedure and eligibility criteria).

This information may be gathered by questionnaire, interview or a combination of techniques. A questionnaire may be sent along with a cover letter and a self-addressed stamped envelope by mail to organizations having possible resources. The contact person should be asked to respond to the questions and return the questionnaire. An interview may be conducted by telephoning or visiting the contact person and recording the information on the form.

Record information

The fifth step is to record the gathered information onto resource file cards. Prepare a resource file card for each resource that indicates an interest and that demonstrates applicability to the program and student population. These cards make up a resource inventory. Each time a specific resource is used, write evaluative comments on the back of the file card.

Although development of a resource inventory may be time-consuming, the improved efficiency and services to assist the disadvantaged learners will be worth the effort.

Community Survey Form

Name of Agency/Organization: ______________________________

Address of Agency: ______________________ Phone: __________

Contact Person 1: ______________________________

Title/Responsibility: ______________________ Extension: __________

Office Hours: ______________________ Extension: __________

Contact Person 2: ______________________________

Title/Responsibility: ______________________________

Office Hours: ______________________ Extension: __________

Description of Agency/
Business Functions: ______________________________

____

____

Are you interested in working with the school program? ____Yes
____No

Under what circumstances? (Check resources that are applicable).

___audiovisual materials
___employment of students
___field trip
___guest speaker
___job orientation
___job training
___loaning of equipment
___participation in Career Day
___print materials
___special demonstration
___other ______________
____

Describe specific instructional aids(s).

____

____

____

____

For agencies providing individual student support services, state briefly:

1. What type of support services are provided? ______________________

   ____

   ____

   ____

2. What is the student referral process? ______________________

   ____

   ____

   ____

3. What are the eligibility criteria for services? ______________________

   ____

   ____

4. How much school related support is required? ______________________

   ____

5. Duration of services. ______________________________

SCHOOL AND COMMUNITY RESOURCES

Directions: Cut out the master and reproduce the image on 5" X 8" cards. Complete one card for each school resource. Use the data collected from sources such as school services survey, school directories and supervisory recommendations.

SCHOOL RESOURCE

Contact Person ______________________________ Title/Responsibility ____________

Department/Location ______________________________________ Phone ____________

Type of Instructional Aid:

___Audiovisual media
___Demonstrations
___Equipment
___Field trip
___Print materials
___Speaker
___Work experience
___Other (specify) ________________________________

Specific Description of Instructional Aid: ________________________________

____

__Academic tutoring
__Behavior management
__Diagnostic assessment
__Instructional consultation
__Language interpretation
__Legislative information
__Motor skill development
__Special projects and programs
__Teacher aide
__Therapeutic counseling
__Work study coordination
__Other (Specify)
____
____

Specific Description of Support Service: ________________________________

____

____

(Place evaluative comments of resource on back.)

SCHOOL AND COMMUNITY RESOURCES

Directions: Cut out the master and reproduce the image on 5" X 8" cards. Complete one card for each community resource. Use the data collected on the Community Survey Form.

COMMUNITY RESOURCE

Agency/Organization ____________________ Phone __________

Address ____

Contact Person __________ Title/Responsibility __________ Office Hrs. ____

Type of Instructional Aid:

___Audiovisual materials
___Demonstrations
___Equipment

___Field trip
___Print materials
___Speaker

___Work experience
___Other (specify) __________
____

Specific Description of Instructional Aid: ____________________
____
____

Type of Support Service:

___Academic
___Economic
___Employment

___Health
___Legal
___Physical

___Psychological
___Safety
___Social

___Vocational
___Other (specify) __________
____

Specific Description of Support Service: ____________________
____
____

(Place evaluative comments of resource on back.)

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These data, gleaned from the reports and surveys of school systems across the country, were supported by interviews with local guidance counselors, instructors and administrators.

The result is a bibliography which is intended to provide you with more information about the current trends in student retention, insights into the barriers facing the educational success of priority population students and resources for increasing your capacity to create the kind of learning environment and retention program that is responsive to the needs and interests of all students.

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Supportive Services for Special Needs Students in Mainstreamed Vocational Programs

National Evaluation Systems, Inc. for West Virginia Department of Education April 1979.

Describes procedures for identifying and prescribing for special needs students and for delivering supportive services. Sections focus specifically on instructional support services, guidance and counseling, and identification of job opportunities and job placement. These issues are discussed vis-a-vis the role of the vocational instructor.

Guidance Needs of Special Populations, Thelma C. Lennon

Presents models for counseling students from different cultural backgrounds recognizing that different cultures have unique problems in relation to cultural majority.

Implications for project:

- describes characteristics of special populations
- models for counseling special populations
- provides exemplary approaches
- recommends guidelines for meeting guidance needs of special populations

Weisgerber, Robert A. and Claudette A. Smith, Improving Vocational Education Services for Handicapped Students: Final Report., Bureau of Occupational and Adult Education, U.S. Office of Education, Washington, D.C., March 1977.

MODULE I

MAKING IT WORK

AN IN-SERVICE TRAINING PROGRAM FOR VOCATIONAL EDUCATORS

A. L. NELLUM AND ASSOCIATES

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MODULE I

MAKING IT WORK

AN IN-SERVICE TRAINING PROGRAM FOR VOCATIONAL EDUCATORS

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April, 1983

MODULE I

"Conquering Your Dropout Woes"

Strategies for Retaining Students in Vocational High Schools

ACKNOWLEDGEMENTS

This project could not have been successfully completed without the assistance of a number of people. One group of individuals to whom special thanks is owed is the Advisory Group for the Vocational Education Inservice Training Project whose members have provided guidance, direction and focus to ensure that the training modules would be beneficial to vocational school staff. The men and women of this body have willingly contributed their time and expertise and we are extremely grateful for their contributions. Our sincere thanks is extended to Ben Monfredo, George Luoto, Jan Tkaczyk, Alan Hurwitz, Lucille Hayes, Shirley McLean (also a trainer for the pilot tests), Thomas King, William Collins, Henrietta Attles, Bob Lawrence (also a trainer for the pilot tests), Matilda Rouillard, Sidney Snegg, and Bruce Stokes. Thanks also goes to Bob Sakakeeny who trained the materials during the pilot tests.

The needs assessment and pilot testing phase of the project provided us an opportunity to speak with vocational educators around the state. Our appreciation goes to Walter Stanton, Putnam Vocational School; Nick Ventrice, Dean Vocational; George Fowler, Bay Path Regional; Dave Sampson, Upper Cape Cod Regional; Charles Pieterse, Tantasqua Vocational; and Louis Gleason, Greater Lawrence Regional and their staffs for cooperating with us in both the needs assessment and pilot testing activities. Thanks also to the staff of the Vocational Education Curriculum Resource Center in Lexington for assisting us in the identification of literature that helped us to organize the training material.

We are especially appreciative of the assistance given by the project officer, Elaine Cadigan, Educational Equity Coordinator from the Massachusetts Department of Education, Division of Occupational Education.

Lastly, we wish to thank our colleagues at A. L. Nellum and Associates for their cooperation and assistance on this project. Our thanks to Diana Staples and Carole Pickard for their many hours of typing drafts and coordinating the production of the materials; to Joanne Stalker, ALNA's graphic artist who designed the graphics for Making It Work; and to Robert Leaver for applying his creativity and enthusiasm in designing and conducting our Advisory Group meetings.

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ABOUT THIS MODULE

ABOUT THIS MODULE

"CONQUERING YOUR DROPOUT WOES" IS A ONE DAY INSERVICE TRAINING MODULE FOR VOCATIONAL EDUCATIONAL PERSONNEL. IT IS ONE OF A THREE MODULE SERIES CALLED MAKING IT WORK WHICH FOCUSES ON RETENTION, PLACEMENT, AND CURRICULUM ADAPTATION FOR PRIORITY POPULATIONS IN VOCATIONAL EDUCATION SETTINGS.

THIS "PARTICIPANT RESOURCE MANUAL" IS ONE PART OF THE TOTAL MODULE AND IS MAINLY FOR USE BY TRAINEES ATTENDING TRAINING SESSIONS OF "CONQUERING YOUR DROPOUT WOES." THE OTHER PART OF THE MODULE IS A "TRAINER'S MANUAL" WHICH WILL BE USED BY THE FACILITATOR CONDUCTING YOUR WORKSHOP.

THE "PARTICIPANT RESOURCE MANUAL" CONTAINS THE FOLLOWING:

- AN INTRODUCTORY SECTION: UNDERSTANDING THE PROBLEM
- PLANNING FOR INSERVICE AT YOUR SCHOOL
- SELF ASSESSMENT GUIDES FOR TEACHERS, COUNSELORS AND ADMINISTRATORS
- HANDOUT MATERIAL TO ACCOMPANY THE TRAINER'S MANUAL
- VISUALS THAT WILL BE USED IN THE SESSIONS
- A LIST OF RESOURCE MATERIALS

THE MANUAL IS DESIGNED TO MAKE IT EASY FOR YOU TO FOLLOW ALONG WITH THE TRAINER AS HE OR SHE PRESENTS THE VARIOUS EXERCISES AND ACTIVITIES OF THE MODULE. SOME OVERALL OBJECTIVES OF THE TRAINING SESSIONS ARE LISTED BELOW:

A. TO REDUCE ANXIETY IN WORKING WITH PRIORITY GROUP STUDENTS

B. TO DEVELOP A BASIC AWARENESS OF CONDITIONS/CULTURAL CONSIDERATIONS

C. TO FOSTER TOTAL SCHOOL COMMITMENT TO SERVING THE PRIORITY POPULATIONS

D. TO INTRODUCE METHODS OF ESTABLISHING AND MAINTAINING AN ENVIRONMENT CONDUCIVE TO LEARNING

THERE ARE FOUR SESSIONS CONTAINED IN THE MODULE, EACH WITH ITS OWN SPECIFIC GOALS AND OBJECTIVES. THESE WILL BE SHARED WITH YOU BY THE FACILITATOR(S) DURING THE TRAINING.

SESSIONS CONTAINED IN "CONQUERING YOUR DROPOUT WOES"

I INTRODUCTION AND UNDERSTANDING THE PROBLEM

II ACKNOWLEDGING STUDENT DIFFERENCES AND ENHANCING INDIVIDUAL GROWTH

III UNDERSTANDING AND WORKING WITH PRIORITY POPULATIONS

IV PLANNING AND IMPLEMENTING A STUDENT RETENTION PROGRAM

INTRODUCTION

INTRODUCTION

Understanding the Problem

A major priority in education today, and certainly in vocational education, is to develop ways to respond more effectively to the educational needs of special populations. This group includes the handicapped, economically and educationally disadvantaged persons, men/women in nontraditional occupations, bilinguals, those with limited English proficiency, the gifted and talented, and minority groups such as Blacks, Hispanics, Asians, American Indians, and Appalachians.

Children and adults, males and females, who are educationally or economically disadvantaged, culturally different, or handicapped may not be deriving full benefit from the formal educational process either in academic or vocational programs. Many students with special needs leave school each year without the necessary skills to be productive members of our society. Of the special needs groups in school, relatively few receive adequate training for employment.

Teachers, counselors, parents, volunteers, paraprofessionals, and administrators could better prepare students through strategies which encourage access to a wider number and variety of vocational programs. Additional assistance and services should be extended to vocational programs in order to do the job. Performance levels would increase, and special people could compete more effectively on the job market.

All educators must be aware of five essential components of every student's growing and learning process. Anyone who works directly with or influences a student in any way must be prepared to respond to the student's

- basic physical needs
- psychological needs
- requirements for basic educational skills
- basic survival skills
- career development needs

For special students, these five universal needs are often difficult to meet because of physical, psychological, eductional, and economic barriers. There are effective strategies for meeting those needs; in some cases, creative strategies or new approaches to existing strategies may need to be devised. In vocational programs, the success of any strategy depends upon the characteristics of the special group to which it is applied. Legislative and federal sources as well as non-governmental research groups categorize special populations in the following manner:

Minorities

- Black Americans
- Hispanics
  - Mexican Americans
  - Puerto Ricans
  - Cubans
  - Latin Americans
- American Indians
  - Including Alaskan Natives or Aleuts
  - Hawaiians
- Appalachian Whites
- Asian Americans

Disadvantaged

Persons who have academic or economic handicaps, and who require special services and assistance in order to complete vocational education programs.

Handicapped

Persons who are

- mentally retarded
- hard of hearing
- deaf
- speech impaired
- visually handicapped
- emotionally disturbed
- orthopedically impaired
- otherwise health impaired who have specific learning disabilities, and who, by reason of the above,

1. require special educational and related services
2. cannot succeed in a regular vocational education program without special educational assistance; or
3. require a modified vocational education program.

Gifted and Talented

Those persons of great intellectual ability who demonstrate a high level of creative thinking, psychomotor ability, and special aptitude.

Limited English Proficiency

Those individuals who are linguistically different, or whose English-speaking ability is restricted by their environment.

These definitions should clarify the unique characteristics of each special group.

Success also depends on how well teachers, counselors, and administrators relate and respond to the needs of priority students. Each of these people plays a special role and has certain responsibilities in helping the student learner to succeed in the vocational program.

TEACHERS

Vocational teachers play a major role in the social/educational process as providers of services to assist students to fully develop their personal and vocational potential. This can be accomplished through

- assessing the student's needs
    - -to determine appropriate classroom placement
    - -to develop a viable instructional program
    - -to identify opportunities and barriers to the student's success

- providing information to students concerning
    - -qualifications, educational requirements, salary, expectations, and projected job openings in various occupations
    - -assessment of personal interests and aptitudes
    - -work experience opportunities
    - -opportunities for selecting non-traditional occupations

- support services

- survival skills that improve
    - -work attitudes
    - -social and personal behavior
    - -employability
    - -ability to interact with peers, employers, teachers, and parents

- continuous evaluation of and feedback to students on their talents and abilities

Teachers work with students on a continuing basis. They are the one constant link in the educational chain. The positive or negative attitude the student assumes can be attributed to the attitude of a classroom climate set by the teacher.

COUNSELORS

The counselor must be responsive to priority students. The counselor functions as collaborator, interviewer, coordinator, and "all-around friend" to the special student. Counselors

- relate career information
- ensure valid and continuous assessment
- recruit into non-traditional classes

- maintain linkages with community organizations that work with priority students
- arrange for resource speakers and workshops
- provide supportive counseling at critical times
- assist with job development and job placement

Counselors working with priority students should develop and maintain good personal relationships. Devotion and caring are two characteristics that are most beneficial. The counselor must work with parents as well as school staff to make them aware of their feelings toward the person with different needs. The counselor must show how negative feelings may unintentionally reinforce a student's negative self-concept and how positive attitudes reinforce positive self-concepts.

Counselors' functions are many and varied, but the role they play is crucial to the development and happiness of priority students.

ADMINISTRATORS

The administrator provides necessary leadership in organizing and implementing the school program. The critical services the administrator offers to the staff include:

- organized planning and promotion of and participation in preservice and inservice activities designed to improve competencies of instructional and support staff
- analyzing curriculum content, technical information, and other related subject matter
- assisting special instructional staff and support service staff in the selection of facilities, equipment, and instructional materials
- evaluating program and instructional materials; identifying strengths and weaknesses within the operating system
- advocating the role and importance of vocational education for special needs subpopulations in economic development and community growth
- establishing linkages with business, industry, labor, and the community defined broadly to include employers and the agriculture, health and service industries, both public and private, as well as advisory groups representative of those organizations which promote the concerns of special needs subpopulations

Advisory committees should be called upon to assist the administrator. They can participate in

- planning development activities
- providing advice on administrative functions such as
  -budgeting
  -accounting
  -financing
- supporting special bond issues or tax levies to provide equipment and supplies to improve programs

The local administrator must have the support of the community, business, labor, industry, parents, and staff to discharge effectively the responsibilities of managing the vocational education system. The administrator as advocate and implementor can strengthen the responsiveness of the educational system to the special needs learner.

Effective schools require planned coordination between instructional supervision and staff development. The importance of a comprehensive system of instructional supervision has been consistently upheld in the research (Forehand, Ragosta and Rock, 1976; Lieberman and Miller, 1981; Whitmore, Melching and Frederickson, 1972; Kruse, 1976; Moore and Schaut, 1976; System Development Corporation, 1980). A comprehensive program linking instructional supervision to staff development utilizes classroom observation both to help identify staff development needs and to evaluate the impact of staff development programs.

Research indicates that staff training is a key factor in both equity and excellence in education. There is considerable evidence that training staff in learning theory, in instructional and counseling strategies, and in how bias and discrimination may operate in their disciplines and in the classroom has a strongly positive effect on student achievment (Whitmore, Melching and Frederickson, 1972; ESEA Title III Project, 1974; Acland, 1975; Moore and Schaut, 1976; Kruse, 1976; Chow, Rice and Whitmore, 1976; U.S. Commission on Civil Rights, 1976; Redman, 1977; Hillman and Davenport, 1977; Carney, 1979, a, b, c, d).

Based on these studies we can make the following recommendations for staff development:

- A policy mandating and supporting a long-term system-wide program of inservice education and follow-up to train staff in implementing equity in all aspects of educational development (curriculum materials, access to courses, classroom interactions) for all program and service areas (academic, occupational education, guidance, placement) should be implemented.

- Equity-related staff development should not be limited to special programs. It should be incorporated into regular faculty meetings, departmental meetings and building meetings.

- Staff development programs should be followed by action plans that are supported by administrative provision of time and necessary assistance to implement change.

- Personnel functions should be an integral part of the equity effort. Employment practices should be monitored and grievance procedures made clear.

- School systems without trained or experienced personnel to organize and run staff development workshops should locate other resources such as teacher centers and professional associations to assist in conducting training and identifying resources.

STRATEGIES: STAFF DEVELOPMENT

The following list can be used by administrators and teachers to identify strategies for implementing a comprehensive program of staff development.

- There is a staff development policy advocating an ongoing, system-wide program to train staff members and update their skills and knowledge in implementing equity in all aspects of the educational program.

- Principals, supervisors and teachers analyze classroom observations cooperatively and use data for designing staff development programs.

- Programs have been developed to enhance staff awareness of the ways bias and discrimination may operate in the school, in particular program areas, and in classrooms.

- Regular staff development programs are developed and implemented to acquaint staff with mechanisms of self-evaluation, planning, and accountability to achieve equity throughout the system.

- Equity-related staff development is integrated into regular faculty meetings, departmental meetings, and building meetings throughout the year.

- Assistance is sought from equity specialists when additional expertise is needed.

- Time, assistance, recognition and reward are provided for personnel who successfully implement equity practices in their educational responsibilities.

- The school system provides administrators; teachers, counselors, and other staff access to opportunities (both inside and outside the system) to develop multiethnic, non-sexist strategies.

- There is a multidimensional evaluation system to review the staff development program including the assessment of impact in the classroom.

Use the numerical scale as follows in your self-assessments for inservice training.

1. unsatisfactory
2. meets minimum requirements
3. average
4. excellent
5. outstanding

SELF ASSESSMENT GUIDE FOR ADMINISTRATORS AND SUPERVISORS

1. Have you disseminated information on the State Multicultural, Nonsexist Curriculum Guidelines; State and Federal Equal Educational Opportunity legislation (Title IX of the 1972 Education Amendments and Title VI of the Civil Rights Act) to all members of your staff? 1 2 3 4 5

2. Is the make up of your staff representative of the school district population? (In regard to race, sex and other characteristics?) 1 2 3 4 5

3. Have you prepared and disseminated a directive to all staff members affirming a student's right to access to all courses regardless of sex or race? 1 2 3 4 5

4. Are all classes in your school less than 80 per cent one sex . . . and less than 25 per cent minority? 1 2 3 4 5

5. Have you planned in-service activities on interpersonal communications, intergroup relations, sex role stereotyping and multicultural curriculum? 1 2 3 4 5

6. Have you authorized a study of the curriculum content and instructional materials utilized in your building to insure that they are representative of the racial and cultural diversity in the country and the roles open to both men and women in our society? 1 2 3 4 5

7. Have you taken affirmative action to provide a balanced staff in terms of sex, age and race? 1 2 3 4 5

8. Have you requested that all building staff submit information concerning instances of sex, race, or other discrimination that they may identify in employment, student treatment and the school program? 1 2 3 4 5

9. Have you asked the various department heads to review their individual programs for evidence of possible discrimination on the basis of race or sex? 1 2 3 4 5

10. Have you made your staff members and students aware of the grievance procedures which have been adopted by the local district? 1 2 3 4 5

11. Have you reviewed all course enrollments by race and sex and are you able to assure that course enrollments that are disproportionate are not due to school policies or counseling procedures? 1 2 3 4 5

12. Have all staff members been notified as to who in the district has responsibilities for coordinating Title IX and multicultural curriculum activities? 1 2 3 4 5

13. Are the criteria you utilize in making decisions on hiring, promotion, transfer, and dismissal strictly related to the job description and are decisions made without regard to sex, race, age, etc.? 1 2 3 4 5

14. Do you have a planned interview format for interviewing prospective employees which does not include questions about marital or parental status and other not job related areas? 1 2 3 4 5

15. Are promotion policies well publicized and consistently implemented with all staff members in your building? 1 2 3 4 5

16. Are pregnancy and related conditions of both students and employees treated the same as any other temporary disability? 1 2 3 4 5

17. Do student handbooks make it clear that in your building all courses and extracurricular activities are open to all students regardless of race or sex? 1 2 3 4 5

18. Has the generic "he" or "she" been avoided in favor of such terms as students in all documents coming out of the building office? 1 2 3 4 5

19. Have you discussed the implications of Title IX with all physical education personnel in your building and authorized them to develop a plan for integrating all activities on the basis of sex and race? 1 2 3 4 5

20. Have students been notified that all physical education classes will be open to students regardless of sex or race? 1 2 3 4 5

21. Have you sent a directive to all staff involved with vocational education classes (home economics, industrial arts, business, etc.) affirming the rights of student access regardless of race or sex; and have you authorized staff to devise a plan for integrating those courses? 1 2 3 4 5

22. Have students been informed that all vocational courses are open to all students regardless of sex and race? 1 2 3 4 5

23. Has a directive gone out to all guidance and counseling personnel which affirms the right of every student to counseling without regard to sex, race, socioeconomic status, etc.? 1 2 3 4 5

24. Have guidance and counseling personnel been directed to review their policies, practices, counseling instruments and materials for possible discrimination on the basis of race or sex? 1 2 3 4 5

25. Are staff and student counseling assignments made without regard for sex, race, etc.? 1 2 3 4 5

26. Have counselors in your building received information regarding the nondiscriminatory use and interpretation of tests and counseling instruments? 1 2 3 4 5

27. Have building policies been reviewed to assure that all students regardless of race, sex, or marital status receive equal treatment (aid, benefits, services) and equal application of various rules and regulations? 1 2 3 4 5

28. Have you reviewed your school's policies and programs related to student honors and awards to ensure that there is no discrimination on the basis of sex and race? 1 2 3 4 5

29. Have you reviewed extracurricular policies, programs, and activities to see if they are open to all students regardless of race or sex? 1 2 3 4 5

30. Have you done a review of enrollments in all special education programs (EMD, TMD, handicapped, gifted and talented, etc.) by race and sex? 1 2 3 4 5

31. Do all students regardless of sex or race have equal access to the use of school facilities? 1 2 3 4 5

32. Are pregnant students provided access to all educational programs and activities provided for nonpregnant students? 1 2 3 4 5

33. Are all rules related to marital status applied equally to male and female students? 1 2 3 4 5

34. If homebound services are provided for students with medical disabilities, are they equally available to pregnant students for reasons of medical disability? 1 2 3 4 5

35. Is medical certification for leave of absence, for continued participation in, or for exemption from school activities due to pregnancy handled in the same manner as for any other medical disability? 1 2 3 4 5

36. Do existing athletic programs and activities offered in your building (interscholastic, intramural, and club) meet the interests and levels of ability of all students (male-female, majority-minority)? 1 2 3 4 5

37. Are all athletic programs provided on a sex -- race integrated basis with exception of sex integration in those sports, the primary purpose of which is physical contact? 1 2 3 4 5

38. Is equal opportunity for athletic participation and athletic benefits provided to all students regardless of sex or race? 1 2 3 4 5

39. Are athletic funds allocated in such a way as to provide equal opportunity for athletic competition to all students regardless of sex and race? 1 2 3 4 5

40. Where either coeducational or legally sex segregated teams are provided, has a determination been made that the teams best accommodate the interests and abilities of both sexes? 1 2 3 4 5

41. If sex separated teams are provided for particular sports, do male and female teams have seasons comparable in length and number of opportunities to complete? 1 2 3 4 5

42. Do males and females (majority and minority) receive equal recognition for athletic participation and/or excellence? 1 2 3 4 5

43. Are personnel assigned to coaching, instructional training, or supervisory responsibilities (with the exception of locker rooms) without regard to sex or race? 1 2 3 4 5

44. Is the compensation for male and female athletic personnel equal for comparable jobs? 1 2 3 4 5

45. Have you issued a directive to all athletic (interscholastic -- intramural) personnel asserting the right of all students to access to athletic programs? 1 2 3 4 5

46. Have you directed athletic personnel to submit plans of action for providing equal athletic opportunity to all students regardless of race or sex? 1 2 3 4 5

47. Has a policy directive been sent to all staff with responsibility for the selection of students for financial aid regarding equal access to such aid for all students regardless of race or sex? 1 2 3 4 5

48. Have you notified all organizations or individuals providing funds administered by the school of the school's obligation to provide financial assistance without regard to sex or race? 1 2 3 4 5

49. Are you providing assistance (English as a Second language, bilingual assistance, tutoring) to those students in your building that have limited English speaking talents? 1 2 3 4 5

Adapted from: Guide To Implementing Multicultural Non-Sexist Curriculum Programs in Iowa Schools. State of Iowa Dept. of Public Instruction, July, 1980.

SELF ASSESSMENT GUIDE FOR CLASSROOM INSTRUCTORS, COUNSELORS, AND OTHER PERSONNEL

1. Is the enrollment in your classes representative of the district population in terms of sex and race? 1 2 3 4 5

2. Are you aware of the requirements of Title VI of the 1964 Civil Rights Act and Title IX of the 1972 Education Amendments dealing with race and sex discrimination? 1 2 3 4 5

3. Do you know the individual in your district who has responsibility for coordinating activities related to Title IX and the multicultural, nonsexist curriculum guidelines? 1 2 3 4 5

4. Are you aware of the grievance procedure in your district through which parents, students, employees can register complaints of sex or race discrimination? 1 2 3 4 5

5. Do you know who serves on the multicultural, nonsexist advisory committee in your district? 1 2 3 4 5

6. Have you received inservice training in the areas of basic interpersonal communications, intergroup relations, and sex role stereotyping the classroom? 1 2 3 4 5

7. Have you reviewed the instructional materials you utilize to see if they are representative of the racial and cultural diversity in the United States as well as the roles open to both men and women? 1 2 3 4 5

8. Do all announcements or descriptions of the courses you teach make it clear that enrollment is open to all students regardless of race or sex? 1 2 3 4 5

9. Do the titles of any courses you teach imply that the courses are aimed at one sex or a particular racial group? 1 2 3 4 5

10. Have you notified the administration of any discrimination in employment practices either on the basis of sex or race that you have noticed? 1 2 3 4 5

11. Are all the classes that you teach less than 25 percent minority? Less than 80 percent one sex? 1 2 3 4 5

12. Do you utilize grading standards which are consistently applied to all students regardless of race or sex? 1 2 3 4 5

13. Have you made it clear that all students regardless of sex or race have equal access to your courses? 1 2 3 4 5

14. Have you reviewed the curriculum content and structure of your courses to insure that they are free of sexism or cultural bias? 1 2 3 4 5

15. Have you made it clear to all students that they have access to all physical education classes or sections regardless of race or sex? 1 2 3 4 5

16. Have your physical education requirements been reviewed to ensure that they are the same for males and females? 1 2 3 4 5

17. Where you use ability grouping in physical education classes is the grouping done regardless of race or sex? 1 2 3 4 5

18. Are the criteria you use for measurement of progress in physical education courses or activities explicit and free from adverse effects upon students of one sex or race? 1 2 3 4 5

19. Are the activities in your physical education classes diversified for achieving the range of physical education program goals and not concentrated on contact sports? 1 2 3 4 5

20. Where segregation exists in your physical education classes, have you taken affirmative steps to eliminate it regardless of its causes? 1 2 3 4 5

21. Have you reviewed your physical education courses to ensure that your activities are not sex typed as well as to emphasize multicultural aspects of activities (origin, etc.)? 1 2 3 4 5

22. Are all your vocation or career oriented courses (industrial arts, home economics, business courses, etc.) open to all students regardless of race or sex? 1 2 3 4 5

23. Have you made it clear to students either by course announcements or descriptions that all students regardless of sex or race are welcome in all your vocational or career oriented courses? 1 2 3 4 5

24. Have your requirements in the area of vocational or career oriented courses been reviewed to insure that they are the same for all students regardless of race and sex? 1 2 3 4 5

25. Has the curriculum content and instructional materials utilized in your vocational or career oriented courses been reviewed for elements of sexist and racial bias? 1 2 3 4 5

26. Are all vocational and career oriented course titles and descriptions gender free? 1 2 3 4 5

27. Have you reviewed enrollments in your vocational and career oriented courses to see if they are representative on the basis of sex or race? 1 2 3 4 5

28. Are instructional materials in vocation and career oriented courses multiracial in nature? 1 2 3 4 5

29. Is curriculum content in vocation and career oriented courss multicultural in nature (emphasis on home economics which deals with many culture oriented factors)? 1 2 3 4 5

Adapted from: Guide To Implementing Multicultural Non-Sexist Curriculum Programs In Iowa Schools. State of Iowa, Dept. of Public Instruction, July, 1980.

SELF ASSESSMENT GUIDE FOR GUIDANCE COUNSELORS

1. Have you reviewed your guidance and counseling programs and practices to ensure that students have access to counseling without regard to their sex, race, or socioeconomic status? 1 2 3 4 5

2. Have you eliminated career interest inventories and other counseling materials or tests which differentiate between students on the basis of sex or race? 1 2 3 4 5

3. Do you make course assignments without regard to sex or race? 1 2 3 4 5

4. Are all students encouraged to consider all programs of study and to select courses on the basis of their individual interests and abilities? 1 2 3 4 5

5. Are all materials you utilize in academic, career, or personal counseling contacts or programs free from implications in either text, language, or photographs, that certain academic career or personal choices are more appropriate or "realistic" for students of one sex, race, or socioeconomic status? 1 2 3 4 5

6. In courses where minority students make up more than 20 percent or one sex makes up more than 80 percent of the total enrollment, have procedures been specified that ensure that counseling policies, procedures, and programs are not a contributing cause? 1 2 3 4 5

7. Have you familiarized yourself with the implications of Title IX of the 1972 Education Amendments and Title VI of the 1964 Civil Rights Act for nondiscrimination in the counseling process? 1 2 3 4 5

8. Have you reviewed records of your past counseling contacts by sex of student, race of student, source of initiation, and nature of contact to identify possible evidence of sex or race bias in the provision of counseling services? 1 2 3 4 5

9. Have you submitted to your building administrator or supervisor information concerning instances of sex or race discrimination in guidance and counseling practices or materials? 1 2 3 4 5

10. Do your guidance and counseling services foster positive home/school relationships and contacts between parents and staff regardless of the race, sex, or socioeconomic status of the student? 1 2 3 4 5

11. Are eligibility requirements for all student aid, benefits, and services you administer identical for male and female students (majority -- minority students)? 1 2 3 4 5

12. Is the nature, quality, and quantity of aid, benefits, and services provided identical for male and female students, (majority and minority students)? 1 2 3 4 5

13. Have all organizations or individuals who provide aid, benefits, or services to students with sponsorship of the district submitted assurances of nondiscrimination on the basis of race or sex? 1 2 3 4 5

14. Are all medical, hospital, accident and life insurance policies or plans provided equally to all students without differentiation in coverage, benefits, or eligibility on the basis of race or sex? 1 2 3 4 5

15. In work-study programs you administer, are employment and job placement assistance provided without regard to sex and race? 1 2 3 4 5

16. Are prizes, honors, and awards conferred upon students without differentiation on the basis of sex or race? 1 2 3 4 5

17. Is all participation in extracurricular activities open equally to students regardless of sex or race? 1 2 3 4 5

18. Are all participants in extracurricular activities treated equally regardless of race or sex? 1 2 3 4 5

19. Are all school facilities equally available for use by students regardless of race or sex? 1 2 3 4 5

20. Are toilet, locker room, and shower facilities provided in comparable numbers and conditions to students of each sex? 1 2 3 4 5

21. Are your rules and regulations regarding behavior of students the same for all students regardless of sex or race? 1 2 3 4 5

22. Are standards you employed for determining compliance with these rules the same for males and females (majority and minority students)? 1 2 3 4 5

23. Are rules and regulations concerning student appearance (attire, hair length, etc.) the same for males and females? Majority and minority students? 1 2 3 4 5

24. Do existing athletic programs and activities which you coach or supervise (interscholastic, intramural, club) meet the interest and ability of both male and female (majority and minority) students? 1 2 3 4 5

Adapted from: Guide To Implementing Multicultural Non-Sexist Curriculum Programs in Iowa Schools. State of Iowa Dept. of Public Instruction, July, 1980.

EXERCISES

- Exercise 1: How Positive Is Your School's Climate?
- Exercise 2: Inventory of School/District Support and Service
- Exercise 3: Assessing Your Total School Environment
- Exercise 4: Small Groups
- Exercise 5: Multi-Ethnic Evaluation Checklist
- Exercise 6: Case Situations
- Exercise 7: Rating List of Supportive Services
- Exercise 8: Designing an Action Plan

EXERCISE #1

HOW POSITIVE IS YOUR SCHOOL'S CLIMATE?

This brief checklist will give you a quick overview of your school's climate. Rate each of the items using the following code:

1 = strongly disagree
3 = agree
2 = disagree
4 = strongly agree

* * * * * * *

As compared with other schools which serve pupils similar to our own,

_______ 1. our school has comparatively few discipline problems

_______ 2. vandalism is not a problem in our school

_______ 3. attendnce is good in our school

_______ 4. student and staff morale are high

_______ 5. pupil achievement is high

_______ 6. pupils feel a high sense of ownership and pride in this school

_______ 7. people (staff and students) in our school trust one another, care about one another, and respect one another a great deal

_______ 8. our school's various social groups (cliques) communicate well with one another, respect one another and work together well for the benefit of the school

_______ 9. our students and staff frequently participate in problem solving and school improvement activities

_______ 10. the threat level in our school is low (people are not afraid of being treated disrespectively, becoming failures, or being physically harmed)

Adapted from E. Howard. Improving School Climates: A Staff Development School Improvement Process Leader's Guide. Alexandria, VA: Association for Supervision and Curriculum Development, 1980.

EXERCISE #2

INVENTORY OF SCHOOL/DISTRICT SUPPORT AND SERVICE

A. COMMUNITY	MORE THAN ADEQUATE	ADEQUATE	INADEQUATE
1. The community is aware and supportive of vocational education for priority population students in this school/district.			
2. The community has already removed or is working to remove physical barriers for the handicapped.			
3. The community has been surveyed as to the location and identification of priority population individuals of school age.			
4. The community is given the opportunity, by the school board, to review periodically the vocational education program.			
5. The school/district provides vocational programs and services to the handicapped students from other school districts within the community.			
6. Community groups, service clubs and religious organizations are active in providing service to the handicapped in the community.			

B. ADMINISTRATION	MORE THAN ADEQUATE	ADEQUATE	INADEQUATE
1. The administration has demonstrated belief in vocational education for priority population students and has developed policies and guidelines to support this commitment.			
2. The administration is well informed about the requirements mandated by federal and state legislation concerned with education and sex equity.			
4. The administration is working conscientiously to implement these mandates, including equal access to education and employment.			
5. The administration annually surveys the school district to locate and identify priority population students and notifies these individuals of the opportunities available through vocational education.			
6. The administration obtains advice and counsel from an organized advisory committee whose members include priority population students, parents, representatives of local organizations who work with priority populations and school/district personnel.			
7. The administration provides support services for priority population students such as special counseling, orientation and mobility instruction, transportation assistance, interpreter, reader and aide service, and special materials and equipment.			
8. The administration offers support services for priority population students when requested.			
9. The administration considers necessary support services for priority population students as a factor in the process of educational planning for each student.			

C. VOCATIONAL EDUCATION STAFF	MORE THAN ADEQUATE	ADEQUATE	INADEQUATE
1. Vocational educators work toward motivating students.			
2. Vocational educators provide students with meaningful progress reports at suitable intervals.			
3. Vocational educators provide students with optional learning activities based on individual needs, abilities, and desire.			
4. Vocational educators are in contact with business, industry, and trade advisory committees in order to maintain awareness of current practices and employment.			
5. Staff is committed to assisting students reach their potential and maximum independence.			
6. The entire school/district is informed about the philosophy, content, and purposes of vocational education.			
7. The entire school/district staff work cooperatively in developing, modifying and implementing vocational programs for priority population students.			
8. The instructional staff is provided with a student-instructor ratio that is favorable to effective instruction of handicapped students.			
9. Qualified resource staff furnish information to vocational educators about priority population students enrolled in their classes.			
10. Technical assistance is provided to staff in the development and use of special instructional materials and services.			
11. Qualified orientation and mobility instructors are provided for blind students.			
12. Tutors and readers are provided for handicapped students as needed.			
13. Qualified bilingual instructors and/or counselors are available to work with limited-English proficient students.			
14. Staff is knowledgeable regarding realistic goals, desires and capabilities of students with different learning/motivational behaviors.			

D. STAFF INSERVICE TRAINING	MORE THAN ADEQUATE	ADEQUATE	INADEQUATE
1. Vocational programs for the handicapped and limited-English proficient are reviewed at staff meetings.			
2. Staff is involved in developing ways to accommodate the needs of priority population students in vocational programs.			
3. Pertinent films, instructional materials and reports are presented at staff meetings to stimulate thinking and discussion.			
4. Time is scheduled at department meetings to discuss educational problems and progress of students.			
5. Time is scheduled for staff to review physical limitations and/or social adjustments of priority population students.			
6. Staff is provided with opportunities for inservice training on the characteristics and abilities of priority population students and how these students can become integrated into the vocational program.			
7. Staff is aware of the general legal requirements related to the rights of students which apply to Vocational education.			

E. VOCATIONAL COUNSELING	MORE THAN ADEQUATE	ADEQUATE	INADEQUATE
1. Vocational counselors maintain "open minds" by considering a variety of job-training opportunities for priority population students rather than the stereotyped job opportunities of the past.			
2. General counselors in the school/district have an understanding of the special problems and concerns of priority population students.			
3. Counselors and/or resource specialists have developed and implemented a complete information-gathering system and file on students including such data as their qualifications, limitations, medical history, special needs and vocational interests and goals.			
4. Counselors and/or resource specialists are scheduled to be available to assist students.			
5. Counseling and special services offices are centrally located and accessible to all students.			
6. Counselors and/or resource specialists follow up closely with vocational teachers on student progress, and assist in working out the needs and problems of students.			
7. Counselors and/or resource specialists work closely with vocational teachers to identify and correct the behavior and social interaction problems of students.			

1. STUDENT RECRUITMENT	MORE THAN ADEQUATE	ADEQUATE	INADEQUATE
1. A planned effort to recruit priority population students for the vocational program is maintained.			
2. Sending school counselors and career advisors refer potential vocational students who are handicapped to the vocational program.			
3. Special schools serving specific disability students refer potential vocational students to the school/district.			
4. Local community services agencies refer potential vocational students to the school/district.			
5. Handicapped students enrolling in vocational programs in the school/district are told of the special services and materials available (interpreters, readers, equipment) and informed about how these services and materials can be obtained.			
6. Girls and boys enrolling in vocational programs in the school/district are told of all available training opportunities and are provided with information and counseling regarding training occupations that are not traditional for their sex.			

Adapted from How to and Can Do Manual. Project Five, H. II. A joint venture of the California State Department of Education, the California Community Colleges and UCLA Extension. 1980.

EXERCISE #3

AWARENESS EXERCISE: COPING WITH A LEARNING DISABILITY

If you had dyslexia, here's what you'd see:

E ach chilb mitha le ar mimp bisa dilityis a niudiuib uald ut s omeg one ral charact eris tic s bo exist:

ye orsye yas aver ape or ado veanearape lwtel lip ence; so me oft he wo gre nalevt syw gto ws ap pear tod e--bis or ber sof wotor activity; di so r ber sofe wotional ity; b. sor be Rs off bet ception; D i sorbersoF coucegtion; D.S o r be r s o f a tt en tiow; d.s orbers ofwewory.

NOW letsbiscus ssowe of yonr "percegtual grodlews."

1. listsom eo F the things t hat wa bey onrr eab inp t ask wor ebiff ic ult.

2. l is tso we o Ft he thi ng s yon bib t haten ad led yo u tor eab tyis pager.

   Wh atmere so we of yo ur re ac ti ou so rt ho ug tsw hi le att emgt in gtor ea bthis?

EXERCISE #4

Time: 20 minutes

Participants will break into small groups. Referring to Transparency #15, "Problem Areas That Affect Learning," participants will select two of these issues to discuss student/client characteristics they have observed in their counseling, teaching or other direct student experiences.

The purpose of the exercise is to allow small groups the opportunity to discuss in as much detail as possible the significant issues that they face in working with students.

If some participants in your group have had no experience with the student group being discussed, they should be encouraged to present their perceptions and reality-test them against the experiences of others in the group.

Use newsprint and magic markers, if you like, to record your observations.

Small groups will not be asked to report out to the larger training group.

PROBLEM AREAS THAT AFFECT LEARNING

NEGATIVE ATTITUDES

POOR ATTENDANCE

DELINQUENCY & REBELLION AGAINST AUTHORITY

LOW LEVELS OF ASPIRATION

NEGATIVE SELF-IMAGE

DIFFICULTY WITH MANUAL DEXTERITY

LACK OF SELF-CONFIDENCE

DIFFERENCE IN LEARNING STYLES

EXERCISE #5

ASSESSING YOUR TOTAL SCHOOL ENVIRONMENT
A Multiethnic Evaluation Checklist

	Strongly	←→		Hardly At All
1. Does school policy reflect the ethnic diversity of the local area and American society in general?				
2. Is the total school culture multiethnic and multiracial?				
3. Do the learning styles favored by the school reflect the learning styles of the students?				
4. Does the school reflect and sanction the range of languages and dialects spoken by the students and within the larger society?				
5. Does the school involve parents from diverse ethnic groups in school activities, programs and planning?				
6. Does the counseling program of the school reflect the ethnic diversity of the local area and American society in general?				
7. Are the testing procedures used by the school multiethnic and ethnically fair?				
8. Are instructional materials examined for ethnic and racial bias?				
9. Are the formalized curriculum and course of study multiethnic and multiracial? Do they help students to view events, situations and concepts from diverse ethnic perspectives and points of view?				
10. Do the teaching styles and motivational systems in the school reflect the ethnic diversity of the student body?				
11. Are the attitudes, perceptions, beliefs and behavior of the total school staff ethnically and racially sensitive?				
12. Does the school have systematic, comprehensive, mandatory and continuing multiethnic staff development programs?				
13. Is the school staff (administrative, instructional, counseling, and supportive) multiethnic and multiracial?				
14. Is the total atmosphere of the school positively responsive to racial, ethnic and language differences?				
15. Do school assemblies and holidays reflect ethnic and racial diversity?				
16. Do the bulletin boards, physical education program, music and other displays and activities in the school reflect ethnic and racial pluralism?				

Adapted from James A. Banks, "Multiethnic Education and School Reform," Education in the 80s: Curricular Challenges. National Education Association. 1981. pp. 121-122.

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EXERCISE #6

Activity

Read the following Case Situations describing incidents which require the teachers involved to gather additional information about students and to hold some sort of conference. After reading each situation, **outline in writing** (1) what the problem is, (2) what background information is needed and how this information can be obtained, (3) what type of conference should be held, with whom, to obtain what information, and (4) what actions should be taken by the teacher following the conference.

CASE SITUATIONS

Case Situation 1: Amy Larson

Ms. Richards is the supervisor of Cosmetology in Larabee Vocational School. As part of her cosmetology program, the services of the students are available one day a week to community members who are charged only for the cost of materials. This system provides her students with actual work experience.

She has just finished soothing a very angry customer who had come in to have her hair done. The customer said that Amy Larson, the student who had fixed her hair, had done a poor job of combing out the set. She also stated that Amy had been "sassy" when she, the customer, had complained about the set. Ms. Richards is quite perplexed by this customer's remarks since Amy is a good student and this is the only time someone has complained about her.

Case Situation 2: Mark Rodgers

Mark Rodgers is currently doing his occupational work experience in the produce department of a large supermarket. He recently lost his OWE job pumping gas at a service station because his mother had gone to the station manager twice and complained. She had stated that she did not feel that Mark should be working out-of-doors in bad weather. The station manager called the program coordinator and asked that Mark be replaced.

Now Mark's mother has called both the store manager and the coordinator to complain that she feels Mark is lifting heavier crates and cartons than is good for a boy his age. The employer has in turn called the coordinator.

Case Situation 3: Todd Jasper

Todd Jasper is an eleventh grade vocational student whose major interests and hobbies are in the area of electronics. He often stays after school to clean up the shop and work on a project, the assembling of a hi-fi system, with which the teacher is giving some help and advice.

Todd is a below average student in all areas other than electronics. His grades are barely passing in math, English, and social studies. His parents, both college graduates, are in comfortable circumstances.

Todd, in one of his after-school sessions, talks with the teacher about his educational and vocational plans. He says that he intends to go to college and plans to become an electronic engineer.

Reprinted with permission from the National Center for Research in Vocational Education. Guidance: Gathering Student Data Through Personal Contacts. Professional Teacher Education Module Series, Module F-2. Ohio State University: 1977.

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Case Situation 4: Allan Parker

Allan Parker is a first-semester senior student in vocational agriculture. Allan lives on a 200-acre farm a few miles from the school. Farm income is derived from dairy cattle and cattle feed crops. Allan's four-year Occupational Experience Program involves a ten percent share in a sixty-cow herd on the home farm.

Allan had been a well-above-average student until his senior year. He has a late model car and drives it to and from school instead of riding the bus. He has cut class several times in the last few weeks and has been late quite frequently. His excuse is always the same—that he has had to work late the night before and consequently overslept.

His vocational agriculture class is the first in the day. He does very well when he studies, but frequently fails to hand in assignments on time and is not keeping his record book up to date. The record book is an important part of his Occupational Experience Program and involves keeping an accurate record of expenditures and profits in his program.

Allan is working nights at a fast food restaurant. He says he is working to save money for college. He plans to go to the state university to continue his studies in agriculture. There are farm chores related to his Occupational Experience Program that he must complete before leaving school. The teacher is concerned because his grades are slipping and this may affect his college plans. The teacher also feels the need for a firsthand check on the status of his Occupational Experience Program.

EXERCISE #7

RATING LIST OF SUPPORTIVE SERVICES

Based on your professional experience, please rate the following types of support services as highly effective, effective, ineffective or highly ineffective in meeting the needs of your students.

Highly Effective = 1
Effective = 2
Ineffective = 3
Highly Ineffective = 4

____ GUIDANCE COUNSELING
____ INDIVIDUAL INSTRUCTION
____ SPECIAL MATERIALS
____ CHILDCARE FACILITIES
____ RESOURCE CENTER
____ PSYCHOLOGICAL SERVICES
____ TUTORS
____ YOUTH ORGANIZATIONS
____ SUMMER PROGRAMS
____ STUDENT CO-OP
____ REMEDIAL TEACHERS
____ SPECIAL VOCATIONAL CLASSES
____ RAMPS
____ INTERPRETERS
____ BRAILLE BOOKS
____ NOTE-TAKING SERVICES
____ STUDENT AIDES
____ SOUND DEVICES
____ OTHER SPECIAL EQUIPMENT
____ SPECIAL LIGHTING
____ TRANSPORTATION
____ HEALTH SERVICES
____ BILINGUAL/BICULTURAL CLASSES
____ FREE OR LOANED SCHOOL MATERIALS
____ FREE OR LOANED CLOTHING
____ FINANCIAL AID
____ FREE OR DISCOUNT CAFETERIA SERVICES

T.L. Wentling and L. Albright. Administrator's Manual for the Identification and Assessment System. Urbana, IL: 1978. Illinois Bureau of Education Research.

EXERCISE #8

Given information on the types and purposes of various support services, trainee groups will design an action plan for implementing one of the support activities in a school.

Groups should consider such issues as major benefits of the activity, identification and utilization of staff/students, funding requirements, potential problems.

Groups should record their discussion/action plan on newsprint.

Results of this exercise will not be reported out, but instead will be left up on the wall for other trainees to review at the end of the day.

IN DEVELOPING A PLAN TO INCREASE STUDENT RETENTION AT MY SCHOOL, I CONSIDER THE FOLLOWING INTERNAL ISSUES/CONCERNS MOST CRITICAL TO DETERMINING SUCCESS:

BARRIERS	POSITIVE FORCES	NECESSARY RESOURCES

Force Field Analysis is a concept used extensively in Organization Behavior and Organization Development circles. This simplified adaptation is used here to help trainees identify general considerations in the initial stages of planning for student retention at their schools.

OVER THE NEXT 45 DAYS, MY SCHOOL NEEDS TO ACCOMPLISH THE FOLLOWING TASKS TOWARD INCREASING STUDENT RETENTION

TASK	WHO?	WITH WHOM?	WHEN?	OUTCOME

This Action Plan format was adapted by Robert Leaver of A.L. Nellum and Associates from "Metaplan," a planning/organization development technique designed by Metaplan, Inc., of Quickborn, Germany and Stamford, Connecticut. Mr. Leaver was trained as a Metaplan moderator in 1981 and has used the technique in working with public agencies and private, nonprofit organizations.

HANDOUTS

H-1

BARRIERS TO BE AWARE OF

Source of Barrier	Nature of Barrier
Barriers within society ➡	APATHY AND INDIFFERENCE DUE TO LACK OF KNOWLEDGE AND AWARENESS
	RELUCTANCE TO EMBRACE THOSE WHO ARE DIFFERENT AND TO PART WITH STEREOTYPES
	TENDENCY TO FOCUS ON INABILITIES RATHER THAN ABILITIES
	STRUCTURAL BARRIERS: INACCESSIBLE BUILDINGS, LACK OF PUBLIC TRANSPORTATION, "NO BATHROOM"
	INADEQUATE PUBLIC LEADERSHIP PROMOTING THE PARTICIPATION OF PRIORITY POPULATIONS
Barriers within the helping system ➡	COMPETING DEMANDS FOR ATTENTION, TIME, DOLLARS, AND PRIORITY STATUS
	LACK OF INTER-AGENCY/SCHOOL DISTRICT COOPERATION, COORDINATION AND PLANNING
	LACK OF KNOWLEDGE ON THE PART OF PROGRAM ADMINISTRATORS, GUIDANCE COUNSELORS AND INSTRUCTORS REGARDING STUDENT NEEDS
	INSUFFICIENT USE OF PRIORITY POPULATION STUDENTS AND PARENTS IN PLANNING PROGRAMS AND SERVICES
	INADEQUATE PRESERVICE AND INSERVICE STAFF DEVELOPMENT
	LACK OF AWARENESS OF AVAILABLE SUPPORT SERVICES WITHIN THE SCHOOL DISTRICT AND THE COMMUNITY AT LARGE

SOME QUESTIONS TO ASK ABOUT STUDENT NEEDS

Physical Needs

- IS STUDENT GETTING ADEQUATE AMOUNT OF UNDISTURBED REST?
- DOES STUDENT HAVE ADEQUATE DIET, PHYSICAL ACTIVITIES AND BODY STRUCTURE?
- HAS STUDENT HAD PROFESSIONAL DENTAL EXAMS, EYE EXAMS, GENERAL PHYSICAL HEALTH EXAMS?
- DOES STUDENT HAVE ADEQUATE/SAFE HOUSING?
- DOES STUDENT UNDERSTAND IMPORTANCE OF SAFETY DEVICES WHEN USING EQUIPMENT, MACHINERY?

Social Needs

- DO FAMILIES TAKE ACTIVE INTEREST IN STUDENT ACHIEVEMENTS?
- DOES STUDENT PARTICIPATE WILLINGLY IN GROUP ACTIVITIES?
- IS STUDENT'S BEHAVIOR ACCEPTED BY PEERS?
- DOES STUDENT HAVE A GROUP OF FRIENDS?
- DOES STUDENT PARTICIPATE IN EXTRACURRICULAR ACTIVITIES AT SCHOOL OR IN THE COMMUNITY?

Emotional Needs

- CAN STUDENT TAKE A JOKE?
- DOES STUDENT HAVE SENSE OF HUMOR?
- DOES STUDENT HAVE HEALTHY OUTLOOK ON LIFE?
- DOES STUDENT HAVE FREQUENT HEADACHES OR HEALTH PROBLEMS?
- DOES STUDENT OVERREACT WHEN DISAGREED WITH (I.E., CRIES, HITS THINGS, ETC.)?

Educational Needs

- WHAT DOES STUDENT ASPIRE TO BE?
- DOES STUDENT ENJOY SCHOOL WORK?
- DO PARENTS REINFORCE STUDENT ACHIEVEMENTS?
- WHAT READING LEVEL HAS STUDENT ACHIEVED?
- WHAT MATH CONCEPTS DOES STUDENT POSSESS?
- WHAT STUDY SKILLS HAS STUDENT MASTERED?

CHARACTERISTICS THAT TEACHERS SHOULD BE AWARE OF AS THEY WORK WITH HANDICAPPED STUDENTS*

The following characteristics are not absolute in diagnosing handicapping conditions. This is not their purpose.

The purpose of this list is to aid administrators, counselors and teachers in recognizing potential problems before they become too advanced. These characteristics may be indicative of problems if they are repeatedly observed. Many of these characteristics may also occasionally be found in non-handicapped students as well.

CONDITION	CHARACTERISTICS
Emotional	• Difficulty forming interpersonal relations
	• Low frustration level
	• Inappropriate behavior
	• Short attention span, easily distracted
	• Continually demands attention
	• Regularly disrupts class
	• Overly active/hyperactive
	• Refuses to participate with peers in group situations
	• Socially aggressive
	• Overly inhibited (shy, withdrawn, timid, seclusive...)
	• Disorganized, unstable, unpredictable
Learning Disabled	• Poor self-concept
	• Disorganized
	• Impulsive
	• Immature
	• Lacks perseverance
	• Frequently develops emotional problems
	• Difficulty with computation skills
	• Difficulty with reading
	• Difficulty with spoken/written language
	• Wide discrepancies between ability levels and performance levels

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*Adapted from Southeast Network for Curriculum Coordination. Resource for Teachers of the Handicapped in Vocational Education. Mississippi State University Research and Curriculum Unit for Vocational-Technical Education. Mississippi; 1979. pp 12-17.

Learning Disabled (continued)	• Performs inconsistently • Slow to finish work • Often loses place when reading • Substitutes words which distort meaning ("when" for "where") • Misunderstands oral directions • Has difficulty beginning or completing tasks • Auditory perception problems • Visual perception problems • Poor coordination • Hyperactive • Attention disorders
Health Impaired	• Often tired or frail, easily fatigued • Frequently absent due to health problems • Often restless, overactive • Often hungry and thirsty • Subject to frequent colds • Breathless after physical exertion • Complains of chest pains after physical exertion • Very inattentive
Hearing Impaired	• Seems always inattentive • Fails to respond to questions • Ignores, confuses or doesn't respond to directions • Constantly daydreams • Appears lazy or dull • Asks to have words/questions repeated • Leans forward when spoken to • Displays repeated inability to hear in a group • Has unusually loud or weak voice • Poor articulation • Difficulty locating sound direction • Omits sounds from speech • Social difficulties • Withdraws from group
Speech Impaired	• Speaks too fast or too slow • Speech pattern interferes with ability to function "normally" • Doesn't speak distinctly • Lacks sufficient volume to be heard or understood

Speech Impaired (continued)	• Omits sounds from words • Difficulty making sounds come out • Adds to words • Distorts words • Substitutes one letter for another • Social adjustment problems • Lisps, stutters
Visually Impaired/ Blind	• Mobility problems • Akward appearance/gait • Squints, holds objects near eyes • Overly sensitive to glare or bright light • Difficulty focusing on visual objects or stimuli • Writes erratically • Complains of dizziness, headaches, nausea on completing close eye work • Crossed eyes • Blinks frequently and may become irritable when doing close work • Rubs eyes excessively, frowns, attempts to brush away blurs
Slow Learner/ Mentally Retarded	• Short attention span • Slow in responding • Poor retention • Difficulty verbalizing thoughts • Difficulty in attacking problems • Poor observation skills • Difficulty in making associations • Difficulty in making generalizations • Poor work habits • Below average motor skills • Below average academic functioning • Performs poorly on verbal/non-verbal intelligence tests • Limited experiences • Narrow range of interests • Tendency to set unrealistic goals • Low frustration tolerance • Needs immediate gratification • Needs sense of trust • Dislikes school

DEVELOPING AN ACTION PLAN

STRATEGIES YOU SHOULD USE TO PROMOTE GOOD SCHOOL-COMMUNITY RELATIONS

- Develop a brochure describing the programs and services offered by your school and emphasizing the aspects of your curriculum, supportive services and extracurricular activities that would enhance the learning and personal development of students.
- Provide news releases related to the achievements of priority students.
- Make informational presentations to service clubs, religious groups and community organizations.
- Invite representatives of priority population groups to serve on school advisory committees.
- Develop personal contacts with business and industrial employers.

STRATEGIES YOU SHOULD USE IN WORKING DIRECTLY WITH PRIORITY POPULATION STUDENTS

- Collect sufficient background information on student's academic performance, vocational interests and experience and supportive service needs.
- Provide students with sufficient information and opportunities to explore a variety of training options.
- Encourage students to develop and work toward realistic vocational goals.
- Periodically check on the progress of students in meeting their program goals (using student records, student-teacher conferences, etc.)
- Encourage students to plan to continue their education (advanced training, perhaps retraining) after employment.
- Emphasize each student's assets to maximize his or her potential.
- Encourage students to use their known talents and explore latent talents by actively participating in vocational education youth groups (such as VICA, FFA, FHA, FBLA).

- Assign an aide or student assistant to work directly with the student(s), if this need is identified.
- Advise students how to accept the assistance they need without embarrassment.
- Explore alternative teaching aids and devices designed to meet a variety of learning needs.

STRATEGIES YOU SHOULD USE IN WORKING FOR PRIORITY POPULATION STUDENTS

- Develop a personal awareness of symptoms indicative of potential student problems.
- Develop a personal understanding of how students cope with their peers, with adults, with their learning environment, etc.
- Keep an organized file of "role model" students who have completed training and are now employed.
- Establish a shop, lab or classroom environment and atmosphere that promotes a non-threatening learning situation.
- Survey school and district support and service to vocational education for priority populations.
- Become personally involved in working to improve the programs and services for priority population students in your school.
- Become aware of all sources of funding for educational programs for priority populations.
- Work cooperatively with colleagues so that resources of both vocational education and special education can be combined to serve priority populations.

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A SPECIAL FOCUS ON POLICY REVIEW

Organizational policy can set both a direction and a tone of support for meeting the vocational needs of handicapped students. The Council for Exceptional Children (Davis and Ward, 1978) recently published a guide for policy development regarding vocational education of handicapped students. Does your school district have or need policies in any of the following areas?

PLANNING AND ADMINISTRATION	Need	Don't Need	Already Have
100 Objectives for planning vocational education of handicapped students			
101 Cooperative planning to meet the needs of handicapped students in vocational education			
102 Development of a plan for serving handicapped students			
103 Specially designed vocational education programs for handicapped students			
104 Management of vocational education programming for handicapped students			
105 Cooperation with vocational rehabilitation			
106 Cooperation with other agencies and organizations			
107 Administrative options to provide vocational education to handicapped students			
108 Contracted services			
109 Local advisory council			
110 Program evaluation			
IDENTIFICATION OF STUDENTS			
200 Definitions of handicapped students			
201 Processes for determining handicapped population			
202 Publicizing availability of vocational education for handicapped students			
203 Notification of out-of-school handicapped youth of availability of vocational education			
204 Referrals to vocational education			
205 Referral to vocational rehabilitation services			

Reviewing Vocational Programs for Handicapped Students. Northern Institute for Research, Training and Development, Inc. Anchorage, AK: 1979. pp. 10-12.

VOCATIONAL ASSESSMENT	Need	Don't Need	Already Have
300 Provision for vocational assessment of Handicapped students..........................	___	___	___
301 Components of vocational assessment..........	___	___	___
302 Options for providing comprehensive vocational assessments...................................	___	___	___
303 Personnel to conduct vocational assessment in a school-based setting.......................	___	___	___
304 Vocational counseling........................	___	___	___
305 Readiness for assessment.....................	___	___	___
306 Evaluation standards and procedures..........	___	___	___
307 Review and/or update of medical, psychological, educational, and social assessment data......	___	___	___
308 Use of vocational instruments................	___	___	___
309 Use of work samples..........................	___	___	___
310 Exploratory vocational course tryouts........	___	___	___
311 Observation of work behavior.................	___	___	___
312 Assessment report............................	___	___	___
INDIVIDUALIZED EDUCATION PROGRAMS			
400 Local educational agency responsibility for individualized education program.............	___	___	___
401 Planning for the student's individualized education program.............................	___	___	___
402 Participants in the meeting to develop the student's individualized education program..	___	___	___
403 Contents of individualized education program.	___	___	___
PROGRAM PLACEMENT			
500 Requirements for making the vocational education placement decision.................	___	___	___
501 Placement in the least restrictive environment...	___	___	___
502 Availability of various alternative placements..	___	___	___
503 Review of eligibility requirements for regular vocational education programs................	___	___	___
504 Admission to regular vocational education programs.......................................	___	___	___
506 Changes in the handicapped student's IEP and program placement............................	___	___	___
SERVICE DELIVERY			
600 Coordination of services delivered by vocational education, special education and vocational rehabilitation................	___	___	___
601 Vocational education program alternatives....	___	___	___
602 Career education and prevocational activities.	___	___	___
603 Handicapped students in regular vocational education programs............................	___	___	___
604 Special vocational education programs........	___	___	___
605 Provision of supportive (related) services...	___	___	___
606 Modifications to assist handicapped students in vocational education.....................	___	___	___
607 Work experience programs.....................	___	___	___
608 Sheltered pre-employment services............	___	___	___
609 Credits toward graduation....................	___	___	___
610 Travel training for transportation to jobs on completion of vocational training.........	___	___	___
611 Job placement and followup services..........	___	___	___

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FACILITIES AND EQUIPMENT

700 Exclusion of handicapped students because of inaccessible facilities prohibited...........	___	___	___
701 Accessiblity of new construction.............	___	___	___
702 Safety standards.............................	___	___	___
703 Adaptive service and special equipment.......	___	___	___

PERSONNEL

800 Provision of adequate staff..................	___	___	___
801 Student/staff ratio..........................	___	___	___
802 Certification of staff.......................	___	___	___
803 Fair employment practices....................	___	___	___
804 Professional development.....................	___	___	___
805 Inservice training...........................	___	___	___
806 Personnel evaluation.........................	___	___	___
807 Position descriptions........................	___	___	___

FISCAL MANAGEMENT

900 Funds for vocational education programming for handicapped students......................	___	___	___
901 Fiscal accountability........................	___	___	___

REFERENCES

Work evaluation systems......................	___	___	___

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TRANSPARENCIES

GOALS OF THIS SESSION

- * To identify group consensus
- * To increase awareness
- * To identify strategies
- * To demonstrate a process for planning & implementation

T-2

TRAINING MODES

Lecture

WITH QUESTIONS & ANSWERS

- TRAINEES QUESTION TRAINER & ASK FOR IMMEDIATE CLARIFICATION
- TRAINER GAINS SENSE OF TRAINEE LEVEL OF UNDERSTANDING
- TRAINER CLARIFIES WHAT HAS BEEN SAID

Mini-Lecture

FOLLOWED BY EXERCISE OR PRACTICE

- TRAINEES EXPLORE & EVALUATE INFORMATION PRESENTED BY TRAINER
- TRAINEES INCREASE UNDERSTANDING OF SUBJECT THROUGH PRACTICE
- TRAINER REINFORCES INFORMATION PRESENTED

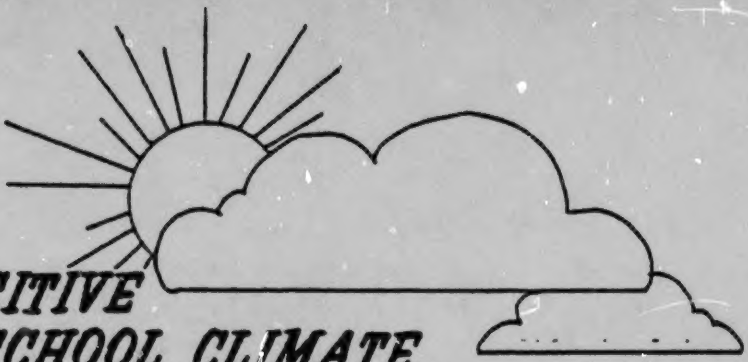
Small Group Discussion

& GROUP PROBLEM-SOLVING

- TRAINEES EXPLORE, DETERMINE AND/OR DEFINE TOPIC FOR THEMSELVES
- TRAINEES INCREASE AWARENESS & POTENTIAL UNDERSTANDING BY EXPLORING TOPIC WITH PEERS
- TRAINEES RECEIVE OPPORTUNITY FOR ALL INDIVIDUALS TO PARTICIPATE IN DISCUSSION
- TRAINEES DEMONSTRATE THEIR PERSONAL/ PROFESSIONAL EXPERIENCE, KNOWLEDGE & ABILITY

Case Study

- TRAINEES ENHANCE UNDER STANDING THROUGH PROBLEM IDENTIFICATION & PROBLEM-SOLVING
- TRAINEES APPLY PARTICULAR SKILLS OR PROTOCOLS PREVIOUSLY LEARNED



A POSITIVE SCHOOL CLIMATE

- Is conducive to learning
- Provides for teacher & student dialogue
- Includes effective instructional management
- Encourages teachers
- Is safe & orderly without requiring rigid rules
- Is relatively free of vandalism
- Is characterized by positive attitudes, high expectations & an effective school curriculum

INCREASING STUDENT RETENTION

- SHADOWING
- PEER AIDES/PEER SUPPORT
- PRE-VOCATIONAL TRAINING
- GUIDANCE
- PARENT GROUPS
- OTHER SUPPORT SERVICES

EDUCATIONAL NEEDS COMMON TO ALL LEARNERS:

- INCREASED EDUCATIONAL & VOCATIONAL OPTIONS
- DETERMINATION OF EDUCATIONAL REQUIREMENTS & INTERESTS
- RESPONSIVE INSTRUCTIONAL & SUPPORT SERVICES
- POSITIVE SELF-CONCEPT
- MEANINGFUL HANDS-ON EXPERIENCES
- IMPROVED EDUCATION & COMMUNICATION SKILLS
- ACTUAL WORK EXPERIENCES TO DEVELOP POSITIVE ATTITUDES ABOUT WORK
- COPING & SURVIVAL SKILLS
- SKILLS FOR SEEKING, OBTAINING & MAINTAINING A JOB

CHARACTERISTICS OF SUCCESSFUL RETENTION PROGRAMS

- * Program goals endorsed by school officials
    - policies, procedures & funding
    - activities/services consistent with goals
- * Recruitment process that identifies/reaches all eligible students
- * Closer, more open communication
    - between vocational & feeder schools
    - between specific vocational & feeder school personnel
- * Early contact with potential students/parents
- * Services that address student needs
- * Programs that take initiative in identifying student needs & promoting available services

PRIORITY POPULATIONS

- Blacks
- Hispanics
- Limited English Proficient
- Handicapped
- Boys & Girls in Non-Traditional Programs

T-8

NEGATIVE PERCEPTIONS OF VOCATIONAL EDUCATION

- *"Voc Ed is for under-achievers."*
- *"Minorities end up in training for jobs with low pay and no future."*
- *"I don't want my daughter working in a greasy, dirty shop."*
- *"Handicapped students do better in sheltered learning environments."*

TRENDS IN ENROLLMENT

- * WHY ARE SOME GROUPS OF STUDENTS CONCENTRATED IN PARTICULAR TRAINING AREAS AND NOT REPRESENTED IN OTHERS?

- * WHAT STRATEGIES HAVE MASSACHUSETTS SCHOOLS USED TO HELP STUDENTS EXPLORE ALL TRAINING OPPORTUNITIES?

- * WHAT ARE SOME OF THE PROBLEMS FACED BY PRIORITY POPULATION STUDENTS WHO ENTER A "NEW" TRAINING AREA WHERE THEY MAY BE THE ONLY MEMBER OF THEIR PARTICULAR GROUP?

Translation:

EACH CHILD WITH A LEARNING DISABILITY IS AN INDIVIDUAL BUT SOME GENERAL CHARACTERISTICS DO EXIST.

HE OR SHE HAS AVERAGE OR ABOVE AVERAGE INTELLIGENCE; SOME OF THE PREVALENT SYMPTOMS APPEAR TO BE DISORDERS OF MOTOR ACTIVITY, DISORDERS OF EMOTIONALITY; DISORDERS OF PERCEPTION; DISORDERS OF CONCEPTION; DISORDERS OF ATTENTION; DISORDERS OF MEMORY.

NOW, LET'S DISCUSS SOME OF YOUR "PERCEPTUAL PROBLEMS."

1. LIST SOME OF THE THINGS THAT MADE YOUR READING TASK MORE DIFFICULT

2. LIST SOME OF YOUR REACTIONS OR THOUGHTS WHILE ATTEMPTING TO READ THIS.

RALPH HAUSMAN, BRUCE SEYMOUR, ET AL, INCLUDED THIS EXERCISE IN A PRESENTATION MADE AT THE CEC CONFERENCE IN ST. LOUIS, MO. IN 1979, TITLED "DEVELOPING AWARENESS OF HANDICAPPING CONDITIONS AND THE EDUCATIONAL/CAREER RELATED NEEDS ASSOCIATED WITH SUCH CONDITIONS."

ATTITUDES & BEHAVIORS

- ➘ What is an "attitude"?
- ➘ Whose attitudes are involved?
- ➘ What attitudes are normally expressed?
- ➘ How are attitudes identified?

ATTITUDE = The way a person views the world; a system of beliefs, values and tendencies to act in certain ways.

Our attitude affects the way we react toward others and the scope and nature of our interaction with others.

HOW ARE ATTITUDES IDENTIFIED?

- Can be associated with particular tendencies to behave
- Can be expressed verbally
- May be greatly influenced by daily experience
- Can be intensified by the "Affective" or feeling aspect of experience

T-14

Attitudes are comprised of 3 component parts

Emotions → Beliefs → Actions

T-15

PROBLEM AREAS THAT AFFECT LEARNING

NEGATIVE ATTITUDES

POOR ATTENDANCE

DELINQUENCY & REBELLION AGAINST AUTHORITY

LOW LEVELS OF ASPIRATION

NEGATIVE SELF-IMAGE

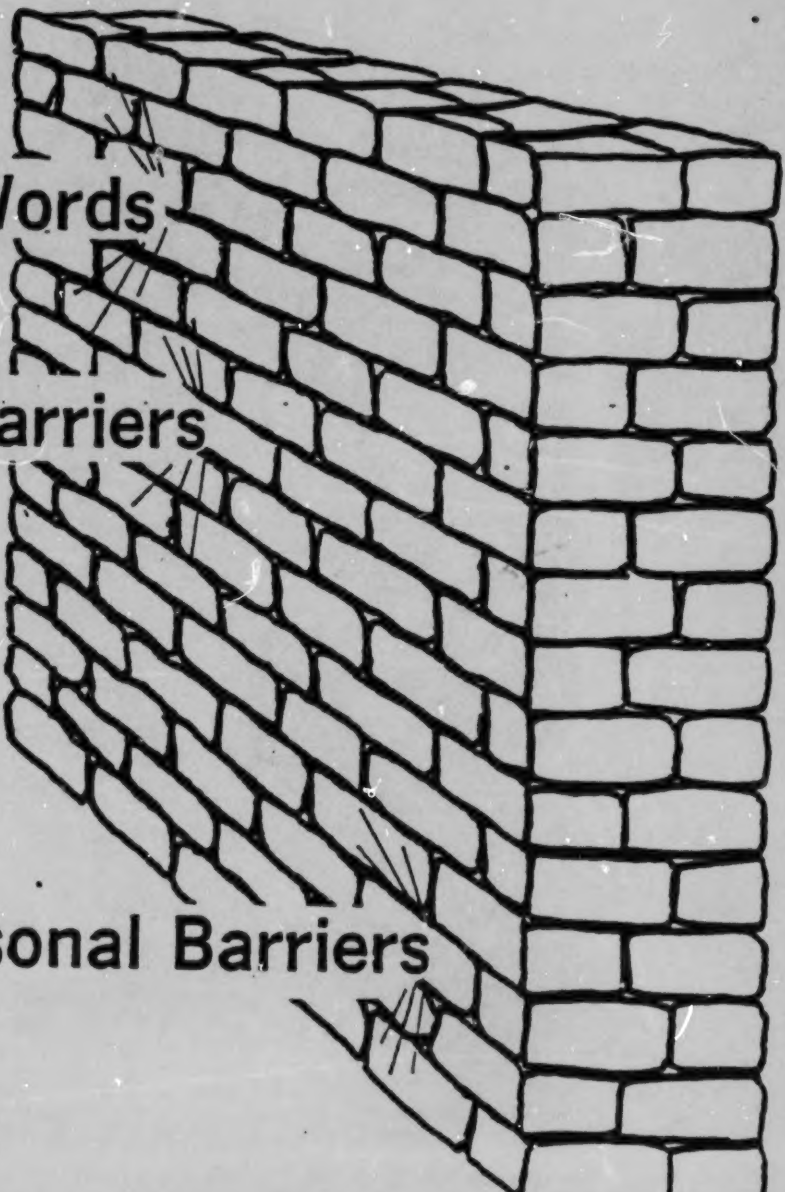
DIFFICULTY WITH MANUAL DEXTERITY

LACK OF SELF-CONFIDENCE

DIFFERENCE IN LEARNING STYLES

T-16

ATTITUDINAL BARRIERS



Barriers of Words

Functional Barriers

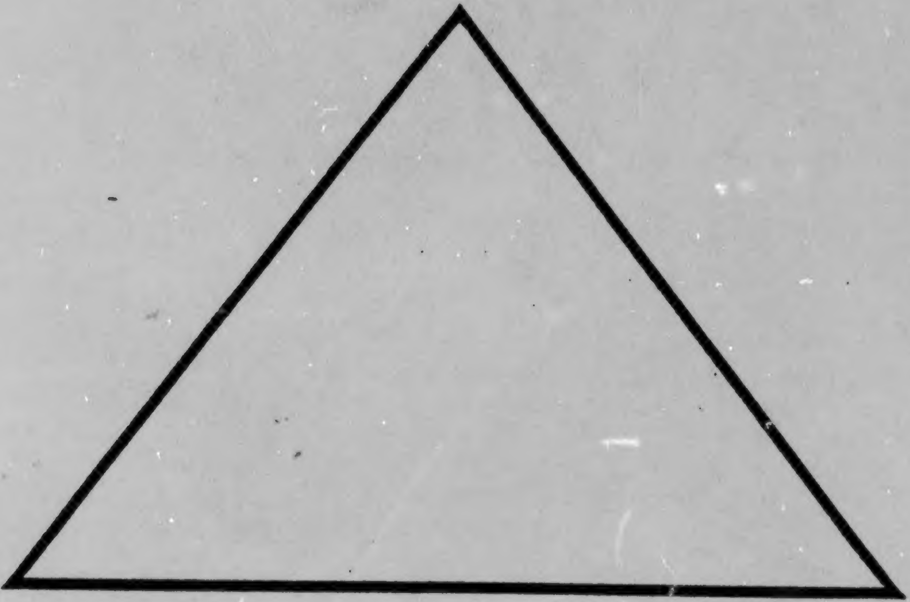
- Apathy
- Paternalism
- Fear, discomfort
- Curiosity
- Stereotyping
- Fear of change

Interpersonal Barriers

TEACHER/COUNSELOR EFFECTIVENESS

- Commitment
- Sensitivity
- Cultural Awareness
- Positive Regard
- Aggressiveness
- Ability to make Student feel Accepted

COUNSELING MODELS



Systemic

Transcendent

Stylistic

Systemic Counseling Promotes :

- Sensitivity to client's feelings
- "Positive Attention" to client's needs
- Counselors as advocates & consultants
- Understanding of relationship between personal problems and systemic issues/problems
- Integration of knowing, feeling, doing
- Client goals based on expressed needs, interests & realistic outcomes
- Client growth & development
- Understand sources of "power" and how to use them

TRANSCENDENT COUNSELING

Focus on changes that:

- *Are psychological and physical*
- *Effect client's lifestyle*
- *Are long-range rather than short-range*
- *Are permanent rather than temporary*

The counselor becomes teacher, social model, motivator

STYLISTIC COUNSELING

* COUNSELOR AWARE OF HISTORY, CULTURE

* UNDERSTANDS CLIENT NEEDS, PROBLEMS, ASPIRATIONS

* EXHIBITS CARING, CONCERN; WORKS TO GAIN CLIENT TRUST

* MINIMIZES CLIENT USE OF "I CAN'T"; EMPHASIZES USE OF "I CAN"

* HELPS BUILD CLIENT SELF-IMAGE

* SOLICITS/CONSIDERS FAMILY CONCERNS, SUGGESTIONS

Guidance Counseling

- → Helps student clarify values, goals
- → Helps student understand nature and purpose of education
- → Provides student with accurate information
- → Helps student plan educational program
- → Informs student about progress
- → Identifies resources to meet student's needs

WHO IS INVOLVED IN MAINSTREAMING?

- The Handicapped Student
- The Parents & Community
- Administrators, Counselors, Instructors
- Non-Handicapped Students

HANDICAPPED STUDENTS ARE:	QUESTION
Emotionally Immature	• When was the last time I slammed the door in anger?
Undependable	• When was the last time I was late to or forgot a meeting?
Prone to Need Immediate Gratification	• When was the last time I bought on credit?
Slow	• When was the last time I said, "I don't understand"?

RECRUITMENT		RETENTION		JOB SUCCESS	
OUTREACH →	CAREER EXPLORATION →	ENROLLMENT →	TRAINING →	PLACEMENT →	FOLLOWUP
Brochures Posters Newsletters Presentations Newspapers Radio and TV Mailings Press releases Advertisements Role models	Courses Workshops Presentations Hands-on tryouts Audiovisuals Printed materials Industry tours Open house events Role models	Assistance with - Financial aid Child care Transportation Assistance with - Forms Procedures	Assistance with - Financial aid Child care Transportation Math help Resolving the "introductory course problem" Dealing with other instruction-related problems Physical fitness training Assertiveness training Counseling Dealing with - Family opposition Tokenism Sexual harassment Racism Support groups Role models	Assistance with - Child care Transportation Contacts with employers Networking Interview preparation Instruction in legal rights Support groups Role models	Contacts with NTO women Contacts with employers Support groups

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4 APPROACHES TO COPING

1. Talking it out
2. Acting out
3. Giving a taste of the same medicine
4. Dropping out

TYPES OF SUPPORT

- Break-in classes
- Scheduling
- Supportive counseling
- Peer support groups
- Personal skills development
- Resource identification and referral

CONFERENCES ARE HELD FOR A VARIETY OF REASONS

- * To gather student information
- * To discuss vocational/educational. options
- * To make vocational/educational decisions
- * To seek help/advice regarding personal problem
- * To have someone who will listen

INFORMAL, IMPROMPTU CONFERENCES

- *Can happen daily*
- *Can take only a few minutes*
- *Can take place anywhere*
- *No extensive preparation needed*
- *Topic has specific, limited focus*
- *Important opportunity for teacher and student to maintain day-to-day contact and open communication*

FORMAL, PLANNED CONFERENCE

- *Is pre-arranged, scheduled for a particular time*
- *Is deliberate and structured*
- *Requires privacy*
- *Extensive preparation is needed to gather information, make plans*
- *May require longer meeting time to review, discuss problems/formulate solutions*

COMMON CONFERENCE SITUATIONS

Behavior-related

Personal problem

Planning and adjustment conference

EVALUATING THE STUDENT CONFERENCE

- Did student seem satisfied or started in the right direction?
- Did student show cooperative, friendly attitude?
- Does student appear to feel he/she can return at any time?
- Is student planning to follow through on advice?
- Is there change in student's attitude or behavior?
- Has student recommended that others come to you for help?

SETTING THE TONE OF THE CONFERENCE

- PROVIDE PRIVACY
- ARRANGE SEATING SO THEIR ENVIRONMENT SEEMS INFORMAL, COMFORTABLE
- BE FRIENDLY, BUT BUSINESSLIKE
- START CONVERSATION IN AN EASY, NON-THREATENING MANNER (TALK ABOUT SOMETHING THAT INTERESTS THE STUDENT)
- SHOW INTEREST IN WHAT IS SAID
- ASK QUESTIONS THAT ENCOURAGE STUDENT TO DISCUSS PERSONAL CONCERNS
- LISTEN ATTENTIVELY
- BE UNDERSTANDING AND ACCEPTING
- REMEMBER THAT EACH INDIVIDUAL REACTS DIFFERENTLY IN A ONE-TO-ONE CONFERENCE SITUATION; DON'T EXPECT THE STUDENT TO ESTABLISH EYE CONTACT; DON'T OVERRACT WHEN A STUDENT SHOWS INTENSE EMOTION

THE
STUDENT-TEACHER CONFERENCE

KEEP COMMUNICATIONS OPEN

- ENCOURAGE STUDENTS TO COME IN FOR HELP
- HOLD FREQUENT, INFORMAL CONVERSATIONS
- INITIATE FORMAL CONFERENCES WHEN APPROPRIATE

PREPARE IN ADVANCE

- GATHER AND STUDY RELEVANT STUDENT DATA
- IDENTIFY AND ASSEMBLE INFORMATION
- ALLOCATE ADEQUATE TIME
- ARRANGE APPROPRIATE SETTING

PROVIDE HELPING ENVIRONMENT

- PUT STUDENT AT EASE
- ALLOW STUDENT TO EXPRESS CONCERNS
- HELP STUDENT RESOLVE PROBLEM/REACH DECISION
- REFER STUDENT TO APPROPRIATE PROFESSIONALS
- PREPARE STUDENT FOR CONTACT WITH RESOURCES
- HELP STUDENT SUMMARIZE WHAT WAS DISCUSSED AND AGREED UPON DURING CONFERENCE

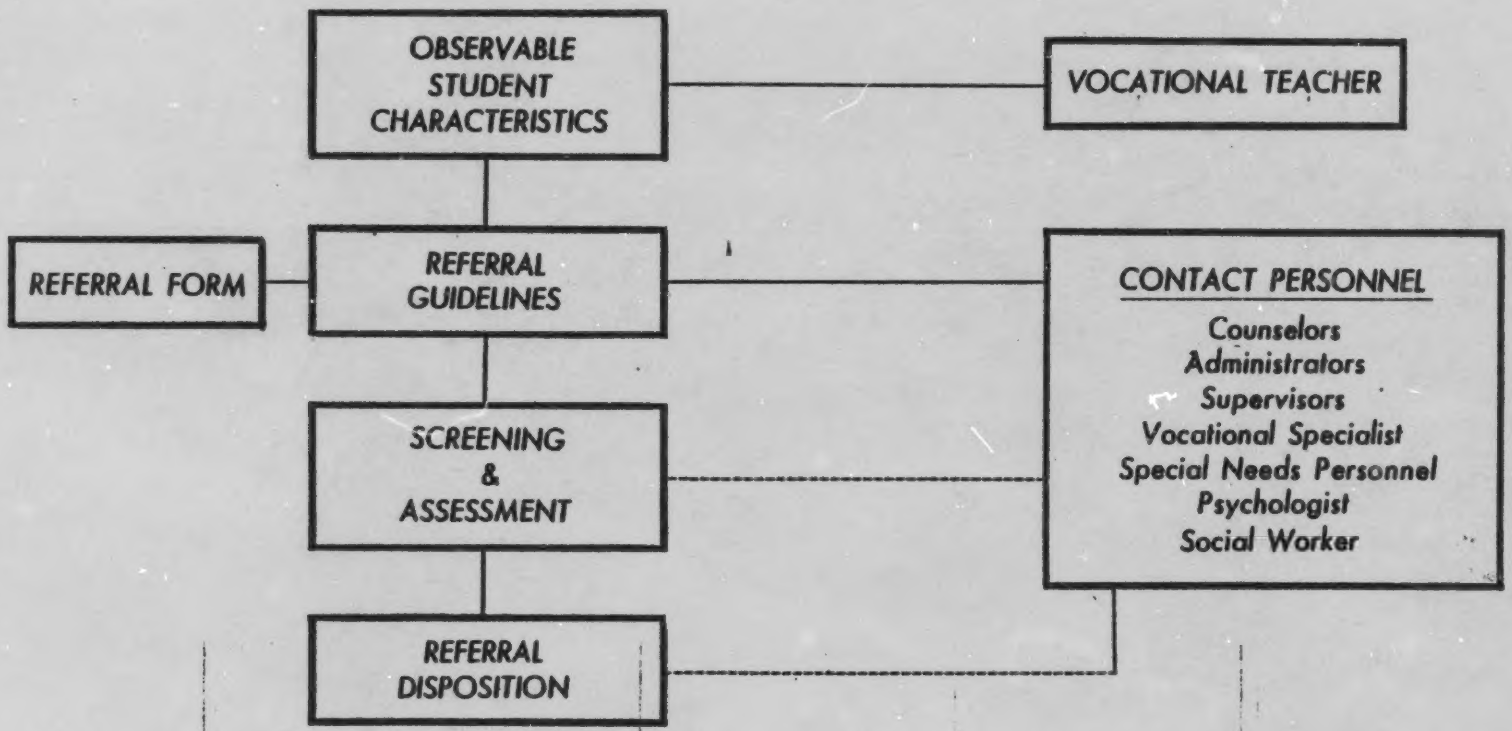
FOLLOW-UP

- RECORD WHAT TOOK PLACE
- COLLECT ADDITIONAL DATA
- CONTACT RESOURCES
- TAKE ANY OTHER AGREED UPON ACTION
- EVALUATE CONFERENCE

WHY USE A PEER AIDE?

- *Often more readily accepted as role model*
- *Speaks "the same language" as the student being tutored*
- *Emphasizes one-to-one relationship*
- *Reinforces achievement through cooperative rather than competitive activities*
- *Can be adapted to a variety of situations outside classroom, i.e., youth organizations, community service groups, peer counseling situations*

REFERRAL PROCESS



OBSERVABLE STUDENT CHARACTERISTICS

VOCATIONAL TEACHER

REFERRAL FORM

REFERRAL GUIDELINES

CONTACT PERSONNEL

Counselors
Administrators
Supervisors
Vocational Specialist
Special Needs Personnel
Psychologist
Social Worker

SCREENING & ASSESSMENT

REFERRAL DISPOSITION

Teaching Disadvantaged Students in Vocational Education: Disadvantaged Learner Referral Process. Department of Industrial Education, University of Maryland and the Division of Vocational-Technical Education, Maryland State Department of Education. 1979.

SUCCESSFUL RETENTION PROGRAMS

- GOALS, ADMINISTRATIVE SUPPORT, ACTIVITIES CONSISTENT WITH GOALS
- RESPONSIVE RECRUITMENT & SELECTION ACTIVITIES
- INFORMATION SYSTEMS
- SERVICES TO MEET STUDENT NEEDS
- COMMITMENT OF ADMINISTRATORS, COUNSELORS & INSTRUCTORS

RESOURCE MATERIAL

CURRENT EFFORTS TO INCREASE RETENTION IN AMERICAN SCHOOLS

Declining student achievement and cutbacks in educational staff and financial resources are two interrelated problems facing schools [illegible] the country. The resulting deficiencies in the educational [illegible]--higher student-teacher ratios, cuts in social or extracurr[illegible] activities, cuts in ancillary services like tutoring or transportation--are readily apparent in the larger urban public school systems. One of the related side effects of these organizational problems is an increase in the student dropout rate.

Defining the Term

Before we can begin to discuss student retention, we should first look at a definition of the term. "Retention," after all, encompasses a wide variety of instructional, counseling and administrative activities that work together to increase the likelihood that students will remain in school.

We should also realize, however, that there are limitations to the role that schools can play in retaining students. Although students spend a large portion of their time in school, their attitudes and behaviors about education, about their priorities in life, etc., are also greatly influenced by factors external to school life. These external factors are generally beyond the purview of school personnel to change.

For purposes of this training session, student retention issues will focus on activities that help students make some rational decisions about whether to transfer from one vocational program to another, transfer from vocational school to a comprehensive school or drop out of school completely.

Identifying Student Retention Issues

A recent computation of school retention rates by the National Center for Educational Statistics indicates that about one-fourth of the youth in the United States drop out of school before obtaining their high school diplomas.

New York City schools offer a sobering picture of the pervasiveness of the problem. Thirty-nine percent of the secondary school students in New York State attend school in New York City. The school system accounts for 58 percent of the state's high school dropouts, 70 percent of its educationally disadvantaged students and 62 percent of its economically disadvantaged students.[2]

The dropout problem is particularly disturbing when we look at specific groups of "disadvantaged" students. For example, data from the 1970 Massachusetts Census show that out of the total Spanish-speaking population between the ages of 16 and 24, the rate of high school dropouts was 63 percent for males and 58 percent for females.[3] The Massachusetts Department of Education estimates that out of the total number of elementary and secondary school students attending school in 1975-1976, more than 38,000 (or 3.2 percent) did not use English as their primary language--four out of every ten of those students had a limited English speaking ability that resulted in an obstacle to their success in educational programs.[4]

While some of the reasons for students dropping out of school are beyond the jurisdiction of the school district to correct, there are steps that schools can take to help slow down or even turn around the dropout trend.

Creating a Positive School Climate

Regardless of how sophisticated and comprehensive various recruitment and retention strategies may be, if the atmosphere of the institution is not a "staying" environment, the school's impact will, in the long run, be minimal.

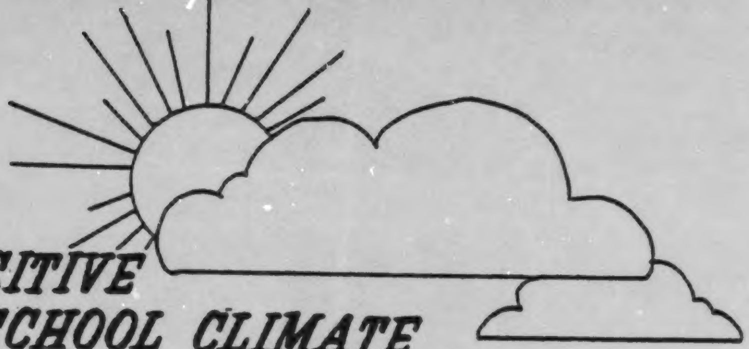
The creation of a positive school climate supports the premise that the quality of student life in school is *everyone's* concern. This philosophy is the basis for Noel's contention that the student dropout rate (1) *can't* be accepted passively as a "natural" phenomenon; (2) *can* be predicted and prevented and (3) *can* be enhanced by making changes in the school environment.[5]

Let's look briefly at some of the common reasons for student dropouts, either given by the student or assumed on behalf of the student.

- Low retention may result when students, having learned a skill, find employment before completing the program. These students may need or prefer work to completing high school.[6]
- A student may decide to transfer to another school--because the curriculum was too difficult; because the curriculum was too easy; because there were no support services; because the family moved to another school district, etc.
- A student may be suffering from a long-term disability or illness that prohibits a normal daily routine of school work.
- A student may possess remediable deficiencies that were either inappropriately assessed or insufficiently addressed.[7]
- A student may become frustrated with the lack of progress or progress that is slower than he or she thinks it should be.[8]
- A student may be a chronic truant who eventually drops out completely.

Traditional responses to these problems have focused on the belief that change can be brought about with smaller class size, increased numbers of support personnel, additional funds or increased instruction time. But significant change in education is, for the most part, yet to be achieved.

A Children's Defense Fund report cites 1970 U.S. Census data on *nonenrollment* which show that nearly two million children 7 to 17 years of age are not enrolled in school--school dropouts reflect a significant portion of that number. But census counts do not reveal the scope of the problem--



A POSITIVE SCHOOL CLIMATE

- *Is conducive to learning*
- *Provides for teacher & student dialogue*
- *Includes effective instructional management*
- *Encourages teachers*
- *Is safe & orderly without requiring rigid rules*
- *Is relatively free of vandalism*
- *Is characterized by positive attitudes, high expectations & an effective school curriculum*

data do not include children expelled and suspended, truants who elude the Census, non-English speaking children in classes taught in English, handicapped children in inappropriate classes and other children, who, for various reasons such as race, economic class and family situation, have been labelled as poor students and often receive little or improper attention in school.[9]

Responding to Student Needs

If the retention problem is to be effectively addressed and corrected, we should first consider the following list of educational needs which the National Center for Research in Vocational Education has identified as common needs of all learners:[10]

1. To increase options in a variety of occupational roles through career awareness, orientation, planning and decision-making activities;
2. To determine the educational and vocational requirements and interests of students and improve instructional and support services;
3. To develop a positive self-concept;
4. To provide meaningful hands-on experiences that enhance occupational skills and employability;
5. To improve education and communications skills in school and work settings;
6. To provide actual work experiences that help develop positive attitudes toward employment opportunities;
7. To develop coping and survival skills for problem-solving;
8. To increase access to support services
9. To encourage special needs learners to consider nontraditional education programs;
10. To acquire skills for seeking, obtaining and maintaining employment.

Characteristics of Successful Retention Programs

Successful student retention programs seem to have certain elements in common--not so much in services and activities but in the modes of operation and the principles according to which services are provided. In his article describing a retention program at UCLA, Anderson notes that virtually all successful retention programs for minority and low-income students share a few major themes and guiding principles. We can apply some of the most important aspects of those programs in describing essential elements for retention programs in vocational high schools.[11]

EDUCATIONAL NEEDS COMMON TO ALL LEARNERS:

- INCREASED EDUCATIONAL & VOCATIONAL OPTIONS
- DETERMINATION OF EDUCATIONAL REQUIREMENTS & INTERESTS
- RESPONSIVE INSTRUCTIONAL & SUPPORT SERVICES
- POSITIVE SELF-CONCEPT
- MEANINGFUL HANDS-ON EXPERIENCES
- IMPROVED EDUCATION & COMMUNICATION SKILLS
- ACTUAL WORK EXPERIENCES TO DEVELOP POSITIVE ATTITUDES ABOUT WORK
- COPING & SURVIVAL SKILLS
- SKILLS FOR SEEKING, OBTAINING & MAINTAINING A JOB

1. Program goals endorsed and supported by school officials; program activities consistent with these goals.

   It is impossible to have a successful student retention program unless goals are clearly specified and receive the endorsement of the local school board and school administrators. These goals should identify (1) the desired mix of students to be recruited and admitted; (2) the level of academic performance desired from the various groups of students recruited, admitted and retained; and (3) the rate of persistence expected and desired among the student groups.[12]

   In order to ensure the implementation of the retention program, retention goals must be supported by specific policies, procedures and funding. The services and activities of the retention program must be justified in terms of their consistency with stated goals and their usefulness in achieving those goals. Anderson also advises that program goals should be developed by the school personnel most directly involved in providing student instruction, counseling and other support.

2. Retention begins with a recruitment program that ensures the identification of all eligible students.

   Recruitment and retention are principal aspects of the larger concern that has been termed "enrollment maintenance." A concerted effort to improve retention must be accompanied by a parallel effort to improve recruitment strategies.[13] The recruitment program should provide a variety of strategies for disseminating information about school programs and contacting potential students and their parents.

   > "Recruiters have a moral obligation to tell students as candidly as possible the likelihood of their being admitted, the expectations that the school has of them in terms of educational success, the educational and/or skill pre-requisites for participating in particular training areas, what they are likely to experience in class, etc."[14]

   The importance of candor in recruitment practices involves a fundamental psychological principle concerning motivation--if we fail to portray the realities of the school environment, curriculum, etc., unrealistic expectations will emerge. If these expectations are left unfulfilled, disillusionment and discouragement will follow, and the student may evantually decide to drop out.

3. Closer, more open communication must be developed and maintained between the vocational school and feeder schools to ensure that potential student recruits are well-informed about vocational programs.

Regular and frequent contact with specific feeder school staff should also be maintained so that, for example, guidance counselors are kept up to date on vocational course offerings, on changes in vocational school admissions procedures, etc.

4. Potential vocational students should be contacted early to help them better understand the requirements of vocational training and help develop in them an appreciation for the diversity of vocational programming.

   Summer exploratories, after-school programs, regularly scheduled open houses, are just some of the approaches vocational schools can use to help develop an early interest among middle school students.

5. Retention services should directly address the areas of greatest student anxiety, frustration and need.

   The most critical aspect in planning and coordinating a retention program is the ability to anticipate areas and periods of greatest student anxiety or frustration or to spot "warning signs" that may indicate potential problems and/or a tendency to drop out. By developing services that address the causes of these reactions, we can help turn around the trend to leave school.

   Obviously, no program can address all of the problems and needs of its students, so it is critically important to identify which student needs and problems might be handled by referrals to appropriate outside resources.

6. Retention programs should take the initiative in promoting and providing services, rather than waiting for the student to initiate a request.

   Students who need help the most, tend to request it least. We have seen from experience that many students will not or cannot approach their teacher or counselor for help, or when they do come for help, they tend to do so only after their problems have reached a crisis situation and solving the problem is either very difficult or impossible.

7. A successful retention program relies on the commitment and vitality of the vocational school staff and the direction and support of school administrators, via inservice training programs and other organized efforts to assist vocational educators in working more effectively with their students.

In Hamdani's study investigating the vocational development of disadvantaged inner-city adolescents, he hypothesized that a curriculum designed to involve students in a variety of vocational exploration activities would help increase the students' motivation to stay in school. If students have a greater awareness of the choices facing them, a clearer understanding of the bases on which decisions should be made and better knowledge of source

CHARACTERISTICS OF SUCCESSFUL RETENTION PROGRAMS

- Program goals endorsed by school officials
  - policies, procedures & funding
  - activities/services consistent with goals
- Recruitment process that identifies/reaches all eligible students
- Closer, more open communication
  - between vocational & feeder schools
  - between specific vocational & feeder school personnel
- Early contact with potential students/parents
- Services that address student needs
- Programs that take initiative in identifying student needs & promoting available services

of information, then it can be expected that they would also perceive school as a valuable resource.[15]

Increased student retention, therefore, is likely to be an indicator of more and better teaching in the classrooms, counseling in the counseling offices and opportunities for students to participate in out-of-class activities. Schools that make a concerted effort to help students discover individual talents--and then create an environment in which those talents can grow--will go a long way toward improving student retention and opportunities for success.[16]

FOOTNOTES: INCREASING RETENTION

[1] Asma Hamdani. "Facilitating Vocational Development Among Disadvantaged Inner-City Adolescents," The Vocational Guidance Quarterly. Vol. 26, No. 1. Washington, D.C.: September 1977. p. 60.

[2] M. Shapiro. "The Urban Dropout and the World of Work," in L. McClure and C. Buan (eds.), Essays on Career Education. Northwest Regional Education Labs: 1973. pp. 77-82.

[3] Massachusetts Department of Education. Massachusetts Annual and Five-Year State Plan for Vocational Education, 1978-1982. Boston: 1977. p. 11.

[4] Ibid. p. 10.

[5] Lee Noel. "First Steps in Starting a Campus Retention Program," New Directions for Student Services: Reducing the Dropout Rate. Jossey-Bass, Inc., San Francisco: 1978. p. 94.

[6] Ibid.

[7] Ibid.

[8] Ibid.

[9] Students in Decision-Making: A Guidebook. Bureau of Student Services, Massachusetts Department of Education. Boston, MA. p. 9.

[10] National Center for Research in Vocational Education. "It's Not Easy Being Special..." Let's Find the Special People. Ohio State University. R&D Series No. 175.

[11] Edward Chip Anderson. "A Retention Design Applied to An Equal Opportunity Program," New Directions for Student Services: Reducing the Dropout Rate. Jossey-Bass, Inc. San Francisco: 1978. pp. 37-46.

[12] Linda S. Ott. "Admissions Management with the Focus on Retention," New Directions for Student Services: Reducing the Dropout Rate. Jossey-Bass, Inc. San Francisco: 1978. p. 24.

[13] Noel., op. cit. p. 90.

[14] Anderson, op. cit. p. 38.

[15] Hamdani, op. cit., p. 61.

[16] Lee Noel (ed.). New Directions for Student Services: Reducing the Dropout Rate. Jossey-Bass, Inc. San Francisco: 1978. p. vii.

THE PARTICIPATION OF PRIORITY POPULATIONS IN VOCATIONAL EDUCATION

Vocational education provides opportunities for students to obtain valuable skill training that can enhance their chances for employment in the future. But, although federal and state legislation and special funding have increased the opportunities for equal access to vocational education, the fact remains that particular groups of "priority population" students have not reaped the same benefits as majority populations.

For the purposes of this training module and the entire in-service training project, the Massachusetts Department of Education, Division of Occupational Education and A. L. Nellum and Associates have defined the term "priority populations" to include the following groups:

- Blacks
- Hispanics
- Limited English speaking individuals
- Handicapped individuals
- Boys and girls in nontraditional training areas

We will discuss each of the groups in greater detail at a later point.

Why focus on priority populations?

Some critics may argue that priority populations are more than equitably served; and that the real problem is in attracting and retaining "average" or above-average students. Concerns about having to water down the curriculum to meet the needs of educationally disadvantaged students, or not being suitably trained to teach handicapped students, etc., are in most cases sincere.

Add to these issues the still popular perceptions that vocational-technical education is only for the underachiever and "problem" student, and it may indeed be difficult for educators to understand why they shouldn't focus on recruiting and retaining "good, average" students instead.

These fears are alive and real, but they are also very much the result of either misinformation or the total lack of information.

The focus on recruiting and retaining priority population students isn't meant to exclude continued efforts to attract the same kind of students that vocational schools have been working with all along. Nor does the concern for adapting curriculums to meet priority population needs necessarily mean that curriculum and entrance criteria must be "watered-down." On the contrary, this focus reflects a deep concern for helping each student to develop and utilize his or her abilities, and achieve a sense of self-fulfillment and satisfaction.[1]

In order to achieve this goal, all students need to be made aware of the various roles and lifestyles open to both women and men. All students should be given the opportunity to explore, prepare for and participate in a variety of occupational training areas that may eventually lead to employment in a good job, at a decent wage.

Let's step back for a moment, and look at some of the facts regarding the future of vocational education and the participation of priority population students in that future.

Fact #1: For the rest of this decade and at least the early 1990s, the numbers of high school-aged children will shrink on the average of 5% each year.[2]

This reduction in the potential student population will very likely result in budget cuts, staff cuts and increased competition between vocational and comprehensive high schools to recruit and retain students.

Fact #2: Society is rapidly changing from an industrial to a technological one. The new and expanding occupations are technical.

Since the 1950s, service-producing industries have grown faster than goods-producing industries; consequently, employment in white-collar and service occupations has increased more rapidly than employment in blue-collar, goods-producing industries.[3]

Production lines will become streamlined and automated, resulting in the need for fewer production workers and increasing numbers of technicians and specialists.

Fact #3: Already in the 1980s, three out of every four jobs in business and industry require some kind of technical training below the college level.[4]

Fact #4: As technology continues to expand into every area of our economy, educators will need to reassess their curriculum to make certain that it responds to the needs of employers.

Math ability, computer literacy and knowledge of basic physics, for example, may become required courses for every high school graduate. And students will need to demonstrate their achievement of specific competencies in order to graduate.

Fact #5: Trade and industry courses may have accounted for a major part of the vocational education curriculum in the past, but these training areas may need to be revised or cut out completely. They may need to be replaced by more courses in drafting, computer programming and computer repair to reflect the new skill areas required for entry-level employment or advanced post-secondary training.

Fact #6: By 1990, youth will be in high demand by private employers, government agencies and educational institutions. Vocational technical high schools could be in a very strategic position to meet the nation's future needs for trained workers.[5] But Vocational schools must be prepared to compete with comprehensive high schools to attract and retain "good" white, black, Hispanic, Asian and Native American as well as other minority students.

Vocational schools must also be prepared to provide support services to assist "good" bilingual and limited English speaking students; "good" handicapped students; "good" students who want to enter nontraditional occupations; "good" students who have been unable to develop their skills because of economic or educational disadvantages.

How can we do it?

In areas where a priority population makes up a significant proportion of the general student population, some vocational-technical schools have designed special efforts to attract these applicants.

A recent Department of Education publication in Massachusetts studied recruitment practices for attracting priority populations to five vocational-technical high schools. The program profiles showed that the people coordinating and directing recruitment efforts were indeed doing an exemplary job, but their success was as much a factor of their personalities, persistence and energy as any programmatic factors.[6] These people share certain commonalities: they have worked in the vocational education system for several years, they have attained credibility because of their work, they understand the needs of the vocational education system and they are aware of the needs of priority population students. In addition (and this is a critical point) these vocational educators were given the full commitment and support of their directors and their superintendents.

Success for these individuals came only after trying many different strategies and revising their approaches until they found the right combination of activities for attracting, training, retaining and placing their students.

As we mentioned earlier, recruitment, selection and enrollment are important strategies for any instructional program because they allow you to identify and select qualified candidates. Once your students are enrolled, retention becomes an important activity because it allows you to "monitor" student progress and ascertain that your instructional program and the needs and interests of your students are being met satisfactorily.

Let us take a look for a moment at some of the issues involved in the recruitment, enrollment and retention of priority population students in vocational education programs.[7]

Ethnic minority views of vocational education

There is a negative attitude in most minority communities toward vocational education. Minority parents and students still believe that vocational students are generally unable to compete scholastically in academic studies. In addition, literature on vocational and career education for minorities shows these groups earning less money, having less salable job skills and experiencing higher rates of unemployment.

Such results call into question the notion that vocational education can provide the upward mobility and improved career prospects that minority parents are seeking for their children.

Minority students are generally overrepresented in some vocational programs and seriously underrepresented in others. Data from a 1979 study indicate that minority students comprise more than one-fourth of the trade and industry student enrollment; but less than three out of every 20 technical education students are minorities.[8]

Society is rapidly changing from an industrial to a technological one. The new and expanding occupations are technical, but the programs in which most minority students enroll are industrial. If the options for minority and low-income students continue to be this limited, it is no surprise that vocational education retains a negative image in minority communities.

National enrollment data confirm a pattern of minority students going from vocational school into the lower paying jobs. A Study of Minority Group Student Access to Vocational Technical Schools in the Boston and Springfield Metropolitan Areas (the Metropolitan Planning Project, Newton, MA: 1975) sheds some light on the sources of the problem. According to the study, minority enrollment was high in older, inner-city vocational schools but these facilities were not equipped to provide training in the emerging high technology occupations that were available at the newer regional and suburban schools.

Black Students

The popular opinion in the Black community is that vocational education does not fill the needs of their young people. A negative image and the lack of information about the advantages of vocational-technical training have kept Black families from considering vocational schools for their children. Critics of this situation like Charles Nichols of the National Association for the Advancement of Blacks in Vocational Education (NAABVE) continue to express their opinion:

> "That's for someone else's children--a dead-end education for people who cannot achieve in other areas--and in the minds of the Black community, the vocational education system hasn't shown too much concern for altering the situation."[9]

Efforts to educate the Black community about vocational education must be coupled with efforts to ensure that vocational training is not used as it was in the past to direct Black youth away from postsecondary opportunities and into low-paying jobs.[10] The retention of black students in vocational programs suffers from this generally negative image.

Vocational education has made a strong point that it wants to provide for the disadvantaged and for those who have not achieved in general education programs. Perhaps we have oversold this point to the extent that many blacks see vocational education as a place only for those who are at the bottom of the achievement totem pole. Similarly negative attitudes about vocational education have developed in the majority population as well; and parents of those students refuse to enroll their children in what they consider less than acceptable curricula.

Many sending school counselors suffer from the same kind of misinformation. They view vocational education as a viable alternative for students who are academically disadvantaged, but as a result, academically disadvantaged black students may be placed in vocational education programs to fill a slot rather than to fulfill that student's particular needs or interests.[11] If we are to serve Black Americans better--and indeed, all our young people--we must do some convincing and redirecting so that students and their parents begin to perceive vocational education as an appropriate option for the sophisticated as well as for those who lack sophistication, so that it no longer seems to be a dead-end educational process leading nowhere.[12]

A survey of more than 1,200 Black leaders at the state and local levels (Black Leaders' Attitudes Toward the Desirability of Black Students Entering and Completing Vocational Education Programs, A. L. Nellum and Associates: 1978) recommended several characteristics which might attract minority students to programs: training which is related to available or emerging jobs, sound academic studies, on-the-job work experience, increase in the amount of stipends and the number of scholarships, high graduation requirements, placement services and follow-up studies.

Another contributing factor to the negative view of vocational education by Blacks is the general inadequacy of facilities and equipment in the urban areas where many Black youths attended vocational education programs. In recent years, as vocational education facilities have been built in suburban areas to match suburban population growth; inner-city facilities and equipment were not replaced and, in some cases, not even maintained.

Charles Nichols, the Director of Vocational Education for Minneapolis Public Schools and President of the National Association for the Advancement of Black Americans in Vocational Education (NAABAVE) points out that we will serve Black America better "when the schools that are in predominantly Black areas achieve the same degree of sophistication in equipment, instructional and management staff that is achieved in schools on the periphery of those areas. We are going to serve Black America better when access is provided to the various technical institutions that have for some purposes been placed out of reach of the Black community".[13]

With unemployment at crisis levels, it is not surprising that a primary concern about the role of vocational education is whether it can help students find jobs.[14] Families and community leaders are calling for a strong effort by vocational educators to improve students' qualifications for employment and to make a concerted effort to help them find jobs.

> "We have to convince Black Americans [and all students and parents (ed.)] that the sophisticated technologies of the '90s are being presented in the vocational schools of today and are available to them. To better serve them we must show that vocational education does not reach out only to those who are underachieving but to those who are highly motivated as well."[15]

Hispanic Students

The Hispanic community also holds negative views about vocational-technical education, and much of this attitude results from the lack of appropriate information.

The Spanish-speaking population in the U.S. represents the nation's second largest minority population, and they suffer from problems similar to those of many Black Americans--high unemployment and economic hardships. In terms of educational achievement, data from the 1970 Massachusetts Census show that out of the total Spanish speaking population between the ages of 16 and 24, the rate of high school dropouts was 63% for males and 58% for females.[16]

There are over 11 million Hispanics in the U.S. According to a 1975 Bureau of Census report on population characteristics, the Spanish-speaking population seems to be growing at a faster rate than any other ethnic group. To a large extent this population is composed of young people, 13 percent of which were under five years of age, with only 4 percent over 65. This means that Hispanic youth will be making increasing demands on our educational systems. We must prepare for this by developing and maintaining support systems that can enhance their educational and career development.

Identification with one's family and traditions are important factors in the vocational preparation of Hispanic youth; and parental and community involvement are contributing factors to the success of the Hispanic student. Unfortunately, neither boys nor girls are encouraged by their families to enter vocational schools. For the girls, there may be an additional cultural factor against participation, i.e., it is a negative reflection on a man for his wife to be working. Training and employment for women are not generally encouraged by family or community; thus girls are not influenced to participate in occupationally-oriented programs.

An additional factor for some Hispanic students relates to availability of bilingual programs. If bilingual programs are not available, students may have to delay their participation in vocational programs until they have successfully mastered English.

Recruiting limited English proficient students

For Hispanics and other minority students with limited English proficiency, enrollment and retention in vocational programs depends on the availability of special bilingual instruction and counseling services. Without this kind of support LEP students experience academic failure and frustration that may result in their dropping out of school before graduation.

For most of us, language is used to satisfy personal needs and to help us communicate in school, on the job or in any social situation. For the non-English speaker, the native language is used in the home environment for interpersonal transaction, while English becomes the means for verbal transactions in most situations outside the home.

The parents determine the extent to which the non-English language is used in the home. The teacher determines the extent to which English is used in the school. The important point is to recognize the specific requirements of the environment which force the overlap of two languages. The education of a child of a bilingual family requires recognition of the impact of the environment and the use of language in the home setting.[17]

Concern for meeting the needs of students with limited English-speaking ability was evident as early as 1967 in the Title XII Amendment to the Elementary and Secondary Education Act of 1965 (P.L. 93-10) and later under Title I of the Education Amendments of 1974 (P.L. 93-380). This federal legislative concern encouraged states with large student populations with a primary language other than English to expand their bilingual offerings through local state legislation.

A New Jersey study of existing legislation for bilingual education indicates that there are usually limited funds available to stimulate bilingual education for public school students whose primary language is Spanish. Only a small percentage of the available funds is allocated for vocational education at any specific level. Little if any funding has been made available to research the type of bilingual education that would best meet the needs of the Spanish-speaking student with limited English-speaking ability.[18]

Evidence suggests that persons whose native language is other than English have not experienced a high level of economic or occupational success. Unemployment rates are high for those whose native language is not English. Students from these groups appear to have a difficult time completing higher levels of education and maintaining an appropriate level when they do stay in school.[19]

For example, of the total number of Spanish-speaking persons in the U.S. (1976) 16 years or older, roughly six out of every ten individuals did not complete twelve years of school.[20] One-third of the Spanish-speaking population 16 years or older completed eight years of school or less.

Of the total 1975 U.S. population four years and older, more than 25 million people did not use English as their usual or second language.[21] Approximately 8 to 10 million are dysfunctional in both their primary language and in English, i.e., they do not have adequate reading, speaking, writing and listening skills.[22]

Figures released by the National Center for Education Statistics, based on the "1976 Survey of Income and Education" conducted by the Bureau of the Census, estimate that there are approximately 5 million persons of non-English language background between the ages of 6 and 18 in the U.S. Of these, approximately 1 million do not use English as their usual language.[23]

The Massachusetts Department of Education estimates that out of the total number of elementary and secondary school students attending school in 1975-1976, 3.2%--or more than 38,000--did not use English as their primary language.[24] Four out of every 10 of those students had a limited English-speaking ability resulting in an obstacle to their success in educational programs.[25]

A comprehensive assessment of the educational needs of persons with limited English-speaking ability is not available, but some of these needs can best be identified at the local level. The data that are available, however, indicate that identifiable groups are not fully in the mainstream of the educational process, and the language barrier compounds that problem.

Researchers in the study, Vocational Education: Meeting the Needs of Special Populations, confirmed the low enrollment of LEP students, even though many of the LEPs taking part in the study included large proportions of Hispanic or Asian American students. Two explanations were suggested.

The first was that the relatively small number of LEP students enrolled in vocational programs was a reflection of the low total high school enrollment of LEPs. The argument most often presented to researchers was that by the time LEP students reached high school and were eligible for vocational education, they had achieved proficiency in the English language and therefore could no longer be categorized as LEP.

On the other hand, some community advocates who were interviewed felt that because school districts were no longer providing special bilingual instruction and counseling services in the high schools, LEP students who were experiencing academic failure and frustration tended to drop out of school.

In developing an appropriate recruitment and retention strategy, a school should first identify problems affecting the enrollment of LEP students and then develop the special services needed to encourage enrollment and promote retention.

LEP students can benefit from vocational programs through strategies such as:

- Identifying common language skills necessary for success in several occupational areas and working with ESL staff to modify ESL and vocational curricula as needed;
- Using bilingual aides to work with individuals or small groups in on-the-job training during and after regularly scheduled class hours;
- Translating curriculum materials and supplementing them with visual slides and audio cassettes as part of the vocational curriculum or to be used in conjunction with media centers for independent review by LEP students.

Girls and Boys in Nontraditional Programs

Efforts to meet the needs of women and men in nontraditional training and employment have focused predominantly on increasing the number of women pursuing nontraditional occupations and expanding their representation in a broad range of training programs.

Legislative emphasis on sex equity has led to the development of numerous programs and demonstration projects by a range of government agencies at the national, state and local levels. However, state agencies, school districts and communities still hold negative attitudes about nontraditional training choices and the expansion of male and female roles. These attitudes constitute a major barrier to sex equity.[26]

Research on the factors that influence secondary school girls to enter nontraditional vocational programs shows that parents, teachers and counselors all play influential roles in the decision-making process (RJ Associates, Inc., Women in Nontraditional Training in Secondary Schools, Arlington, VA: 1979). While they may express favorable attitudes about nontraditional careers, there is still an underlying current of traditional expectations. "I wouldn't want my daughter under a car...They're not really serious...It's not ladylike...I don't let the girls run the big press...I don't want my boys distracted by a girl," are all examples of remarks made.[27]

National figures on women in vocational education indicate that the percentage increases in women's enrollment in nontraditional trade and industry programs occur in courses without a strong sex-role image (such as drafting, law enforcement and graphic arts), rather than courses with a strong male image (such as construction, police science and machine shop).[28] Massachusetts enrollment data indicate similar patterns. Females are generally underrepresented in most vocational education programs and overrepresented in others. For example, eight out of every ten females enrolled in vocational programs are either in non-occupational consumer and homemaking or in office occupation programs.[29]

Research also indicates that the secondary level may be the most difficult time to try to interest girls in nontraditional training. Girls in secondary schools are under tremendous peer pressure to conform to traditional patterns of behavior. Some experts feel that if a girl has had no exposure to the opportunities available in nontraditional programs prior to entering high school, it is very difficult to tap her interest and abilities.

Other studies indicate that many girls are still unaware of the opportunities in and access to nontraditional programs. The near absence of female role models and female instructors in nontraditional programs contributes to the problem of educating girls about opportunities.

Recruitment into nontraditional programs must also address the issues affecting retention in those programs. Fears around being "the only girl in the class" and harassment by other students are realities that girls entering nontraditional programs have to face.

Programs have been developed to prepare girls for this situation and provide support during their participation in nontraditional programs. Supportive efforts are needed to help them understand and be able to deal with the harassment they may face in class from their peers and from their families. In addition, the doubts your girls may have about their ability to succeed in a nontraditional environment might be allayed by the presence of female instructors and/or role models in the class.

The efforts directed toward men in nontraditional training have been small compared to the women. The issue itself takes a very different focus. Society in general and parents in particular still seem more willing to allow females to pursue traditionally male vocations than to allow males to pursue traditionally female vocations. Although enrollment statistics reveal that the proportion of males enrolled in predominantly female areas has grown more rapidly than females in male-dominated areas (Vetter et al, 1979), this national trend is not apparent in Massachusetts, at least among seniors in non-traditional Chapter 74 programs.

One possible explanation for the paucity of males in traditionally female areas is that Chapter 74 programs do not include Office Occupations--a program area that is, for the most part, considered non-traditional for males.[30] In general, men are enrolled in large numbers in a broad range of classifications and in programs that lead to better paying, employment opportunities. The focus for men, therefore, has been to encourage them to participate in non-traditional programs because of the need for all individuals to have basic skills.

Working with the handicapped

There are over 3.5 million handicapped persons in the U.S.--one in ten participates in some form of vocational training. Ten states, including Massachusetts, collectively contain nearly half of the total handicapped population reported.[31]

Approximately 1.8 million youth or 7 percent of the total youth population in the U.S. comprise the group identified as handicapped or disabled.[32]

HANDICAPPED POPULATION SERVED IN VOCATIONAL AND SPECIAL EDUCATION PROGRAMS

	% of Handicapped Population Served in Special Ed[1]	% of Handicapped Population Served in Vocational Ed[2]
Mentally Retarded	21.8	36.5
Hard of Hearing	1.0	2.6
Deaf	1.0	0.9
Speech Impaired	29.4	2.7
Visually Handicapped	0.8	2.5
Emotionally Disturbed	8.2	7.3
Orthopedically Impaired	1.6	2.4
Learning Disabled	31.7	36.8
Deaf-Blind	0.0	0.2
Multi-Handicapped	1.5	4.6
Other Health Impaired	2.6	9.9

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[1] National Summary, "State Agency Reports of Handicapped Children Receiving Special Education and Related Services," 1979-1980.

[2] Based on data from Vocational Education Civil Rights Survey: 1980. Comprehensive High Schools and Area Vocation Centers (preliminary, unedited survey data).

The U.S. Office of Special Education estimates that one out of every ten handicapped youth fails to complete high school.[33] Labor force studies indicate that less than 40% of the noninstitutionalized handicapped adults in the U.S. are employed and of these, more than half earned less than $2,000 per year.[34]

Presently, the U.S. Office of Education collects data from states only on those handicapped students who are in special vocational education classes or who are receiving special services. Even so, for the period 1972-1976, vocational education services to "special needs" groups appear at best to be at maintenance level only.

While the actual numbers of special needs learners have increased for each of these years, the percentage of the total vocational enrollments they represent is unchanged, if not lessened. In 1975-76, for example, handicapped students represented less than 2% of the total vocational education enrollments in the U.S.[35] In Massachusetts, handicapped students represented only 1.4 percent of the total vocational student population in the school years 1978-79.[36]

The problems of recruiting and retaining handicapped students for vocational programs are two-fold. On the one hand, vocational teachers feel that they do not have an adequate background or appropriate facilities to work with handicapped students. These concerns are sincere and in many cases they are understandable because teachers and counselors may not be receiving the necessary instruction and support to prepare them to work with these students.

In addition, handicapped students and their parents may feel that their needs can best be met by agencies whose primary focus is on serving the handicapped. Set-aside provisions and requirements for mainstreaming have only slightly altered these perceptions.

A study of special needs populations in vocational education found that vocational educators were concerned that unrestricted access to programs by special education students would negatively affect efforts to raise vocational program standards and to improve their schools' image. While some severely handicapped students will always require highly specialized instruction and might be more appropriately served in a special setting, this category of disabled student is a small percentage of the entire handicapped student population. And while we may tend to generalize the needs of the severely handicapped to include all handicapped individuals, the fact remains that the majority of handicapped individuals can be trained in a "regular" setting.[37]

Educators feared that vocational programs would be considered a "dumping ground for problem children," inappropriately placed and without the support necessary to succeed. This again is an issue that requires the commitment of the local school board and school administrators to implement some kind of information program to help educate teachers, students, parents and the community about the benefits of mainstreaming handicapped students in the vocational school.

Parents' attitudes and perceptions are important factors. Many parents seem to prefer the sheltered environments of the separate vocational programs rather than risk the possibility of their children failing or being ridiculed in the regular school program.

The needs of handicapped students may vary greatly depending on the particular individual. Some of these needs may include:

- Private counseling services which will have an impact on family and personal relationships as well as academic achievement, career choice and work adjustment;
- Instructional support services which help improve the student's achievement in academic and vocational classes and laboratories;
- Psychometric and situational assessments which are useful in planning academic and career goals; appropriate academic and career choices may help avoid unnecessary frustration;
- Medical and health related services which can improve the student's capacities, thereby increasing the efficacy of the other services; and
- Construction of environmental features to permit access--ramps, railings, lavatory facilities, etc.

Meeting the needs of handicapped students requires a coordinated effort that will result in support and assistance from a variety of agencies, and personnel with expertise to design services to handicapped students that are individualized, appropriate and comprehensive. The development of a system of service delivery may require one or all of the following:[38]

- Establishing a definite philosophy of education of the handicapped; this will serve as a guideline for making policies.
- Surveying local resources to identify health, social and vocational rehabilitation agencies; physicians, psychologists, counselors, and nurses are individuals who also need to be identified as resources.
- Determining the availability of special transportation and special equipment is also important; resources for modifying the physical plant need to be located.
- Determining the availability of special instructional materials; this includes teacher aides, equipment, and curriculum syllabuses.
- Determining the availability of highly-trained personnel who are experienced in the care and education of the handicapped.

FOOTNOTES: PRIORITY POPULATIONS

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[18] National Workshop to Increase Spanish Speaking American Participation in Vocational Education at all Levels. Final Report. New Jersey State Department of Education, Division of Vocational Education: 1976. p. 12.

[19] Alan Hurwitz. Bilingual Vocational Instructional Training. National Center for Research in Vocational Education. Ohio State University: 1980. p. 8.

[20] Ibid.

[21] U.S. Department of Health, Education and Welfare. National Center for Education Statistics, Vol. 3, Part 1. Washington, D.C.: 1977 p. 149.

[22] Rios and Hansen. op. cit. p. 5.

[23] National Advisory Council on Bilingual Education 1978-1979: Fourth Annual Report. September 1979.

[24] Mass Department of Education. Annual and Five-Year Report. op. cit. p. 10.

[25] Ibid.

[26] "Prepared Statement of Christine Long for the National Advisory Council on Vocational Education," Hearings on Reauthorization of the Vocational Education Act of 1963, Part II: Sex Equity in Vocational Education. December 1981.

[27] League of Women Voters. Sex Equity in Vocational Education in Massachusetts. Boston: 1981. p. 8.

[28] Increasing Sex Equity: The Impact. op. cit.

Data were combined for secondary and post-secondary vocational school enrollments for the period 1972-1978.

[29] Massachusetts Department of Education. Annual and Five-Year State Plan for Vocational Education, 1978-1982. p. 11.

[30] American Institute for Research. You want to be a WHAT? Sex Equity in Massachusetts Vocational Programs. Cambridge, Mass. September 1981. p. 3.

[31] National Center for Research in Vocational Education. "It Isn't Easy Being Special" Let's Find the Special People. Ohio State University: 1979. R&D Series No. 176. p. 10.

[32] National Center for Education Statistics, 1976 data.

[33] U.S. Office of Special Education, 1979 data.

[34] Sar A. Levitan and Robert Taggart. *Jobs for the Disabled*. Johns Hopkins University. Baltimore, Md: 1977.

[35] NCRVE. *"It Isn't Easy Being Special" Let's Find the Special People*. op.cit. p. 10.

[36] Massachusetts Department of Education. *Annual and Five-Year State Plan for Vocational Education, 1978-1982*. op.cit. p.10.

[37] Paul Hippolitus. "Vocational Education for Disabled Learners: The Promise and the Reality, *"Teaching Handicapped Students Vocational Education: A Resource Handbook for K-12 Teacher*. National Education Assoc. 1981. p. 52.

[38] *Puzzled about Educating Special Needs Students?* Wisconsin Vocational Studies Center.

Girls and Boys in Nontraditional Careers...

- Most women work one and sometimes two jobs out of necessity, either as the sole supporter of themselves and their family or to supplement the family income just to make ends meet.
- The average woman worker earns only about three-fifths of what a man does, even when both work full-time, year round.[1]
- Eight out of every ten females enrolled in vocational programs are either in non-occupational consumer and homemaking or in office occupation programs.[2]
- Despite legislative emphasis on sex equity, state agencies, school districts and communities still hold negative attitudes about nontraditional training choices and the expansion of male and female roles.
- Parents, teachers and counselors all play influential roles in the decision of secondary school girls to enter nontraditional vocational programs.
- The near absence of same-sex role models and instructors in nontraditional programs contributes to the problem of educating girls and boys about opportunities.
- Fears around being "the only one" in the class and harassment by other students are realities that boys and girls entering non-traditional programs must face.

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[1] 20 Facts on Women Workers. U.S. Department of Labor, Women's Bureau, Washington, D.C.: 1980.

[2] Massachusetts Department of Eduation. Annual and Five-Year Plan for Vocational Education: 1978-1982. Boston: 1977.p.____.

Blacks and Hispanics

- Minority parents and students still believe that vocational students are unable to compete scholastically in academic studies.

- Minority students are generally overrepresented in some vocational programs and seriously underrepresented in others.

- The new and expanding occupations are technical, but the vocational programs in which most minority students enroll are industrial.

- A proportionately larger number of Black students are enrolled in vocational education programs than their white peers and are concentrated in the industrial trades and service occupations, with limited access to more highly skilled technical occupations.[1]

- National enrollment data confirm a pattern of minority students going from vocational school into the lower paying jobs, having less salable skills and experiencing higher rates of unemployment.

- The Hispanic community also holds negative views about vocational education, and much of this attitude results from the lack of appropriate information.

  The rate of Massachusetts high school dropouts in the Spanish-speaking population between the ages of 16 and 24 was 63 percent for males and 58 percent for females.[2]

- Hispanic youth will be making increasing demands on our educational systems, and we must prepare for this by developing and maintaining support systems that can enhance their education and career development.

- Parental and community involvement in education are contributing factors to the success of the Hispanic student in school. Unfortunately, neither boys nor girls are encouraged by their families to enter vocational schools.

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[1] National Center for Research on Vocational Education. "It Isn't Easy Being Special," Let's Find the Special People: Identifying and Locating Special Needs Learners. Ohio State University: 1979.

[2] Massachusetts Department of Education, Massachusetts Annual and Five-Year State Plan for Vocational Education, 1978-1982. Boston: 1977. p. 11.

The Limited English Proficient

- The education of a child of a bilingual family must recognize the impact of the environment and the use of language in the home.[1]
- For students with limited English proficiency, enrollment in vocational programs depends on the availability of special bilingual programs for students and support and outreach for their families.
- Of the total 1975 U.S. population four years and older, more than 25 million people did not use English as their usual or second language.[2]
- In Massachusetts, four out of every ten bilingual students enrolled in elementary and secondary schools are limited English proficient.[3]
- Two out of every five limited English speaking individuals are dysfunctional in both their primary language and in English, i.e., they don't have adequate reading, speaking, writing and listening skills.[4]

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[1] Edwin T. Rios and William E. Hansen. Career and Vocational Development of Bilingual Students. p.20.

[2] HEW, National Center for Education Statistics. Washington, D.C.: 1977. p. 149.

[3] Mass. Department of Education. Annual and Five-Year State Plan for Vocational Education, 1978-1982. Boston: 1977. p. 10.

[4] National Advisory Council on Bilingual Education 1978-1979: Fourth Annual Report. September 1979.

The Handicapped

- Seven percent of the total youth population in the U.S. comprise the groups identified as handicapped or disabled.[1]
- One out of every ten handicapped youth fails to complete high school.[2]
- Handicapped students represent less than two percent of the total vocational education enrollment in the U.S. In Massachusetts, they represent only 1.4 percent of the total vocational student population.[3]
- The problems of recruiting handicapped students for vocational programs are two-fold: On the one hand, vocational teachers don't feel they have an adequate background to work with these students; in addition students and their parents feel their needs can best be met by agencies who focus on serving the handicapped.
- Vocational teachers need to develop attitudes that are favorable to working with these individuals in a least restrictive environment.
- Many parents of handicapped students seem to prefer the sheltered environment of the separate vocational programs rather than risk the possibility of their children failing or being ridiculed in the regular school program.

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[1] National Center for Education Statistics, 1976 data.

[2] U.S. Office of Special Education, 1979 data.

[3] Massachusetts Department of Education. Annual and Five-Year State Plan for Vocational Education, 1978-1982. Boston: 1977.

IDENTIFYING ATTITUDES AND BEHAVIORS: WHAT ARE THE WARNING SIGNS?

There is more to learning than simply acquiring knowledge. Students in vocational education, of course, need to know facts, data and procedures, and they must also be able to perform the skills required of their occupation. A good program of vocational training should also help students to develop a set of attitudes and a system of values about themselves and their work. As vocational educators, we need to be able to identify in our students those positive and negative attitudes that affect performance.[1]

The term "attitudes" refers to the way a person views the world around him or her. Attitudes comprise a system of beliefs, values and tendencies to act in certain ways. If a student believes that vocational education offers an opportunity for growth and advancement, there is a better chance that he or she will remain in school.

We all have attitudes which are basically emotional reactions to something or someone. Our attitudes affect the way we react toward others and the scope and nature of our interaction with others.[2]

HOW ARE ATTITUDES IDENTIFIED?

While attitudes and feelings cannot be observed directly, they can be associated with particular behavioral tendencies expressed by the student or by asking people directly how they feel about something. If the behaviors that are observed are consistent with a person's expressed feelings toward something, this is probably the best indication of what the individual's true attitude really is.

Attitudes may be greatly influenced by daily experience. If experiences prove enjoyable and rewarding, a person is likely to develop a positive attitude. If experiences prove to be unprofitable or unenjoyable, the attitude is likely to be negative. For example, if a student's experiences with books, other children and teachers have been largely positive, the student's attitude about going to school is likely to be positive.

The affective or feeling aspect of experience that people have gives strength or intensity to attitudes and is now recognized as an important variable in learning. The success of an instructional program can depend on it. Because feelings are an important component of attitudes, they should be carefully considered when we attempt to understand their relationship to the successful retention of students.

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[1] NCRVE--Instructional Evaluation Professional Teachers Educational Mod-Series, "Assess Student Performance:Attitudes," Mod. D-3. NCRVE/AAVIM, 1977.

[2] Kathleen Winkler (ed.). Improvement of Placement Services for Youth With Disabilities: A Resource and Inservice Training Manual. University of Massachusetts, Center for Occupational Education. Amherst, MA: pp. 1-14.

Some aspects of attitudes and values may be described as weak, slight or superficial, while others may be deep-seated, strong and personal. For many of the students who have considered dropping out of school, the more obvious warning signs can manifest themselves in poor grades, frequent absences, physical or verbal hostility. If we can identify these warning signs early enough, perhaps we can offer the potential student dropout the kind of assistance he or she may need to remain in school.

WHOSE ATTITUDES ARE INVOLVED?[3]

In order to ensure an atmosphere that will promote a positive experience for the priority population student, we must first identify whose attitudes are relevant to and help determine their success. These individuals will vary from one school or school district to another. Generally, the attitudes of the vocational educator, priority population students, student peers, parents, other teachers, school principal and the school administrators will be most significant.

The attitudes of the vocational educator and the priority population student are of the utmost importance. The student's attitude toward the school, his or her courses and vocational education in general are most important, but it is the vocational teacher's responsibility to help oversee the successful integration of the student into school life.

If the vocational educator has a positive attitude toward working with priority population students, he or she will communicate a faith and determination that success is not only possible but achievable. This attitude can go a long way to influencing priority population students and their peers to help each other develop socially, academically and vocationally. Thus, the barriers and problems that may exist can be torn down or at least greatly minimized. This will also help to motivate the student to have patience while adapting to this new classroom environment.

Secondly, the attitudes of student peers toward their new classmates are important in promoting a positive attitude that will motivate priority population students to rise above the initial barriers and problems and develop a helpful relationship with their new classmates. If this is extended to social acceptance as well, it will, greatly influence the growing positive attitude of the priority population student.

The attitude of the student's parents will influence a student's success and because it is the parents who directly determine whether the student will be allowed to enroll in the first place. Parental attitudes vary from one community to the next; these differences must be recognized by the school and attempts must be made to alleviate parents' concerns in the most appropriate manner.

The attitudes of other teachers, the school principal, school administrators and the community will also influence the success of priority population students. Personal backing and financial support by principals and school administrators is very important for success. The unified support among other teachers and the school principal will encourage the success not only in the specific classes in which the students are enrolled but in the school at large. And of course community support will also help to reinforce student participation.

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[3] Adapted from: Bond, R. Mainstreaming the Handicapped in Vocational Education: Developing a Positive Attitude, Palo Alto, California, American Institutes for Research, 1977, pp. 11-12.

ATTITUDES AND ATTITUDINAL BARRIERS

Attitudes have three components or parts:

1. An emotional component which can be positive or negative.
2. A belief component where the individual believes certain things to be true about someone or something.
3. An action component; i.e., you behave in a particular way towards that thing or person.[4]

Because the action component of an attitude is the only observable part, it is the only means of assessing an individual's true attitude toward someone or something. Thus, when an individual says he or she is not prejudiced toward certain groups of individuals, it is impossible to assess the validity of this position without observing the way he or she works and interacts with the particular group. Given another example, a student may deny having difficulty with school work, but his grades and scores on tests indicate that there is a problem.

There are also other characteristics or factors that can indicate our individuals attitude. In addition to problem areas, the vocational teacher should also be able to identify a students strengths. The following paragraphs describe both problems and strengths that may affect a student's ability to learn and/or relate to others.

Attendance: Students who have had a history of poor attendance may be exhibiting personal attitudes about their school environment, student-teacher relationships, peer relationships, problems at home, etc. The student may be late for classes or not attend all classes.

Reaction to Authority: A history of delinquency and rebellion against authority is another sure sign of potential problems. The student may defy rules, be suspicious of the vocational teacher, reject supervision and be overly sensitive to constructive criticism. If the vocational teacher recognizes and is sensitive to the disadvantaged student's needs, this could lead to the development of strong personal relationships and a more positive atomosphere for learning.[5]

Lack of Personal Goal: Disadvantaged learners tend to have low levels of aspiration and are inable to define and solve problems. They may have difficulty understanding the relationship of school experiences to long-range life goals. They may prefer low and high risk situations rather than consider "realistic" goals that are achievable and rewarding.

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[4] Harold Yuker and J. Richard Block. Challenging Barriers to Change: Attitudes Toward the Disabled. National Center on Employment of the Handicapped at Human Resources Center. Albertson, N.Y.: 1979. p. 18.

[5] Teaching Disadvantaged Students in Vocational Education: Characteristics of Disadvantaged Learners. Department of Industrial Education, University of Maryland, 1979, p.7.

On the positive side, the student will work toward successful achievement when vocational staff assist in setting realistic, performance-based objectives.[6]

Image: Self-image is an important aspect of one's attitude. A negative self-image and a lack of self-confidence is often reflected as a result of continual failure. Appprehensiveness may occur when new learning/training settings are entered. Outward, defensive, verbal expressions may be exhibited.[7]

Some individuals with disabilities may have developed a poor self-image because of a lack of positive experiences or an abundance of negative ones. In addition to the physical limitations which they experience and must come to grips with, a number of psychological constraints are placed upon them. Handicapped students must deal not only with their own attitudes toward themselves but with the attitudes of non-handicapped individuals as well.

Social Relations: A student may demonstrate anti-social and anti-school behaviors. Acceptance by other individuals is often rejected. On the other hand, positive attributes include the cooperation and mutual aid provided by the student's family and the values shared by the collective family or group.

Learning Styles: A student who (1) becomes bored easily, (2) has a short attention span and (3) cannot relate current instruction to previous learning may develop negative attitudes to learning. However, they may respond positively when the student's (1) basic needs are satisfied, (2) instruction is structured and organized, (3) real and concrete experiences are provided, (4) a multisensory approach is used and (5) active involvement in the learning activities is encouraged.

Manual Dexterity: Students may have difficulty with coordination and manipulation of small objects and tools and or placing and turning movements with hands. These can negatively affect student attitude toward vocation instructions.

Psychological barriers are potent, difficult to identify, and difficult to break down but they must be recognized and dealt with before any positive actions with individuals can be undertaken.[8]

Attitudinal barriers, as we can see, inhibit productivity. So the first step in helping to shape students' attitudes about themselves and their education is to identify the attitudinal barriers they may have constructed and develop a plan to break those barriers down.

The next section of this paper will describe several types of attitudes. The last section of this paper will look at particular characteristics that are generally identified with priority populations.

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[6] Ibid.

[7] Ibid.

[8] Winkler, op. cit., p. 2.

Barriers Made of Words

Over the years, we as a society have learned to curtail our use of degrading words, phrases, terms which apply to oppressed individuals such as blacks, Hispanics, limited English speaking, women, handicapped individuals and other groups.

However, while the terms we use to address or refer to individuals may not be openly hostile, a negative attitude can still be conveyed through negative empathy or a patronizing tone. Sometimes our lack of experience in working with particular groups can result in using phrases that can alienate an individual when we really thought we were being quite understanding. Some of the common statements include, "I like your people..." "You are as good as I am..." "Some of my best friends are..." "She really did well, for a woman..."[9]

One way that we all can help to break down these word barriers is to become more aware of their use in our day-to-day exchanges with colleagues, students, parents, etc. Correct anyone who uses pejorative expressions in referring to students. A friendly but firm explanation of why such terms are undesirable will usually be accepted and appreciated. Our goal should be to create an atmosphere where negative terms are as unacceptable in informal conversation as they are in the formal curriculum.

Functional Barriers

A number of research studies have been conducted in the past thirty years to address the issue of barriers to employment for individuals with disabilities.

Boyd in Sheppard and Pais lists six major barriers; architectural, transportation, procedural, communication, economic and attitudinal. He states that any country that can develop the necessary technology to put a man on the moon in less than ten years can certainly overcome the first four. Economic barriers will take more work to overcome. But, the most formidable barrier is attitudinal. In virtually all instances the same functional barriers impact on the successful retention of priority population students in school.

The Interagency Committee on Handicapped Employees studied attitudinal barriers in an attempt to develop recommendations for their removal. The Committee identified important attitudinal barriers which significantly impair the success of handicapped persons. We might also consider the similar effect these barriers have on the success of other priority populations.

Apathy: Negative attitudes toward individuals different from ourselves may be based on misconception or incorrect information. However, the lack of information also leaves people totally unaware of the problems or concerns of priority populations, and thus, the prevailing public attitude is one of indifference or apathy.

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[9] Guide to Implementing Multi-Cultural Non-Sexist Curriculum Programs in Iowa Schools. State of Iowa, Dept. of Public Instruction. 1980, p.5.

Paternalism: Paternalism can develop from an attitude that priority population students are not really capable of succeeding in certain situations. Thus, a guidance counselor or teacher may feel they are only doing their jobs when they try to discourage a girl from enrolling in an auto body shop or when a handicapped student is persuaded to enroll in a hotel maintenance course because there will be other handicapped students in the class with him.

Paternalism has the insidious effect of denying dignity to its recipients and this in turn can affect a person's sense of independence and self-worth.

When paternalism exists at policymaking levels, it reinforces the attitude in others that because certain individuals may require support services, they are incapable of taking care of themselves.[10]

Fear or discomfort: Fear or discomfort about working with handicapped students, girls or boys in nontraditional occupations, people who speak a different language, etc., is probably one of the most common attitudes that inhibits success.

Fear of someone who is different is a natural phenomenon and it may be little wonder, although not justified, that an instructor hesitates to enroll a student whose mere presence makes him or her feel uncomfortable. There may be "real" physical barriers to a student's participation in a class (no special equipment for a handicapped student, no bathroom facilities for girls in a machine shop, no bilingual curriculum for a limited English speaking student). But the most difficult barrier to overcome is the psychological barrier of fear; and this is not as easy to resolve as the problem that simply requires a purchase order for new equipment, architectural adaptation or curriculum modification.

Curiosity: Curiosity as an attitude may be closely related to fear. While curiosity is recognized as a normal phenomenon, and may even be a positive attitude if it leads to a greater understanding of an individual, it can also form the basis for perpetuating negative attitudes.

Curiosity can be perceived negatively in phrases like, "Why do you want to enroll in this class?" "Don't you speak any English?" "What's it like being blind?"

Stereotyping: Stereotyping is an attitude that prevails about a group of people in which all members of that particular group are assumed to possess certain qualities, characteristics or tendencies to behave in certain ways. These stereotypical attitudes are seldom based on fact, and when there is some factual evidence, it is commonly distorted by being applied to all individuals of that group--"Economically disadvantaged students are slow learners." "Handicapped students have a poor self-image."

By accepting these stereotypes, we tend to anticipate student needs and interests without discussing them in great detail with the student. The result may be that we enroll the next 15 handicapped students in a building maintenance course, because "it has always been successful in working with handicapped students," or we may discourage a girl from enrolling in an auto mechanics course because "it's so dirty and noisy; and the boys are always using bad language."

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[10] Winkler, op. cit. p. 5.

Fear of change: Some vocational educators fear that bringing a priority population student into a class might disrupt the routine and lessen the overall efficiency or productivity of the training. In spite of the physical requirements of the course, if there has never been a handicapped student or a girl in a nontraditional occupation before, there is a tendency to feel that these individuals won't be able to keep up with the rest of the class.

If a student cannot accomplish a task in the same way that his predecessors did for the last 20 years, it is assumed that the student can't complete the task at all or at least not efficiently. In order to accomodate the needs of priority population students, counselors and instructors will need to be more flexible in their routines.

Interpersonal Barriers

Many times when we meet or come into contact with an individual who is different, we find ourselves at a loss for what to say or do, when to offer assistance or how to judge functional needs. We may feel uneasy because we have not had much exposure to working with or knowing these individuals, and we may not know exactly how to approach them on an interpersonal level.

In a later chapter on cross-cultural counseling, we will discuss some specific techniques for enhancing interpersonal relations with students, but for now, let's remember the following statements:

> Intergroup understanding is impeded by ignoring individual and group differences and treating all persons as if they were alike. It is also impeded by the opposite approach which is to treat people of other groups as if they were totally different. All human beings,...have the same basic needs and are more alike than they are different. However, there are very real differences in customs, values and beliefs which have been passed from one generation to another within cultures. Both similarities and differences must be recognized and efforts, must be made to understand the reasons for differences if better intergroup understanding is to result.[11]

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[11] Guide to Implementing Multi-Cultural Non-Sexist Curriculum Programs in Iowa Schools. State of Iowa, Dept. of Public Instruction. op.cit. p.6.

- The "treat everybody alike" approach ignores real differences in custom and beliefs that root in the culture of individuals.

- The "treat everybody alike" approach ignores the fact that a woman, a minority person, a handicapped person, etc., may bring to the situation an emotional outlook that results from bitter and unpleasant experiences.

- The "treat everybody alike" principle assumes that there are no cultural differences worth acknowledging and preserving in the life of members of other groups.

- The "treat everybody as if they were totally different" approach ignores the very basic qualities all human beings have in common.[12]

CHARACTERISTICS OF PRIORITY POPULATIONS

In general, guidance and instructional staff should be aware of certain characteristic behaviors in their students which may help to determine appropriate guidance and counseling needs. Some of these same "warning signs" could be helpful in identifying potential student dropouts. The more obvious signs include:

- Consistently low grades, or consistently good grades countered by a sudden period of poor grades.

- Frequent absences.

- Limited or no participation in class discussions.

- Limited or no participation in social activities.

In addition to these general warning signs which may indicate a potential problem for any student, there are other observations that can be made of priority population students. The handicapped and the socioeconomically disadvantaged, for example, may have a number of characteristics in common. Other characteristics may be unique to the particular group. In either case, administrators, counselors and instructors should be aware of these characteristics in order to deal appropriately with students from each group.

The following lists of characteristics of priority population students are provided to assist counselors in recognizing some of these unique problems.

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[12] Ibid.

Handicapped Students: may have the following characteristics:[13]

1. They may lack a sense of personal adequacy, self-worth and dignity.
2. They may be disabled learners limited in the capacity to master basic communication and computational skills.
3. They may have limited mobility within the community and have little knowledge of public transportation, geography and institutions.
4. They may possess personal and social characteristics which interfere with the ability to function satisfactorily in a competitive work setting.
5. They may be affected by chronic illness and by sensory-motor defects which reduce the effective response to training.
6. They may possess physical characteristics which can elicit rejection.
7. They may lack goal orientation, particularly in the area of occupational training.
8. They may have unrealistic ideas concerning appropriate occupational training.
9. They may experience a lack of exposure to worker models.

Disadvantaged Students: particularly those who are economically disadvantaged and living in urban settings, may have the following characteristics (see Deutsch, 1962):

1. They may live in overcrowded home situations.
2. They may tend to stay within their immediate environment, which often lacks the stimulation needed for a healthy life.
3. They may have little experience with successful adult models.
4. They may have few personal experiences which are successful and be conditioned for failure.
5. They may lack the opportunity for membership in appropriate youth organizations.

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[13] Thelma Lennon. Guidance Needs of Special Populations. Information Series No. 145. National Center for Research in Vocational Education, Ohio State University: 1979. p.5.

6. They may lack money for clothing appropriate to weather conditions or teenage fashions.

7. They may receive an education which does not meet their need for occupational training and which frequently seems unrelated to their world.

8. They may experience discrimination and segregation.

Besides considering the general characteristics disadvantaged students may possess, we should be aware of the classroom behavior these students may exhibit. Disadvantaged students may demonstrate the following characteristics in the classroom:

1. Low-level reading ability
2. Limited formal vocabulary and poor speech construction and diction
3. Relative slowness in performing intellectual tasks
4. Poor health and poor health habits
5. A predisposition to regard themselves as failures and to fail as a result

Disadvantaged students have other learning problems as well. Reading, writing, and arithmetic are basic educational skills, yet many disadvantaged students never master these skills in their early school years. Because they do not read or understand easily, they cannot keep up with their classwork. By the time they reach high school, intelligence test scores, school marks and teacher evaluations have designated them as slow learners, even though such a designation may not reflect their true mental abilities.

Students from different cultural backgrounds: including many blacks, Hispanics, Native Americans and Asian Americans, have unique problems in relation to the cultural majority. These problems might be psychological or attitudinal, and may involve alienation or a sense of isolation. Other problems might be educational or related to an inability to speak or understand the dialect of the majority.

The unique situation of students from different cultures is clarified by Groomes' (1975) observations that while there may be a variety of individual differences between cultures, there are some general characteristics and experiences which may be shared by these groups as well.

1. They may be experientially disadvantaged.

2. They may be environmentally disadvantaged--economically, socially and/or educationally.

3. They may be discriminated against and alienated.

4. They may be from different cultural backgrounds.

5. They may lack basic academic skills and appropriate work competencies.

6. They may exhibit a learning performance pattern (e.g., a short attention span) that requires a variety of activities and involvement in order to stimulate learning.

7. They may experience a minimum amount of individual attention at home, school or elsewhere.

8. They may be viewed as failures.

9. They may have a greater capacity to learn than they have exhibited.

10. They may be responsive to attempts to help them.

It is important to understand the attitudes of these students toward education when considering their guidance needs. According to the U.S. Office of Economic Opportunity (1970), these students view their educational experience in the following ways:

1. The school day is long and tedious.

2. The education they are receiving seems to lack relevance to their future life and needs.

3. The school system often fails to recognize and respect their culturally different backgrounds.

4. Some teachers lack an understanding of their special needs and problems.

5. Little or no special instruction and attention is provided to help them fit into the regular school programs.

6. Too much time is spent on discipline; staff members are occasionally involved in physical conflict with the students.

7. Too little time is given to the type of counseling, encouragement or other support they need to enter the world of work, which means that they leave school unprepared for a job. When these students encounter discrimination or are unsuccessful in finding jobs because of their age, race or poor educational background, they do not believe that returning to school will improve their situation.

Bilingual or limited English-speaking students: students from different cultural backgrounds may have an additional characteristic which impairs their academic performance and retards their integration into the mainstream of life in this country. Many times these students speak and understand a dialect other than standard English. Differences in dialect can create difficulties in reading, comprehension, vocabulary, pronunciation and spelling. Language differences in the classroom can threaten effective teaching and learning.

Educators have expressed many points of view on the teaching of standard English in the classroom. The posture taken on the importance of standard English has serious consequences for students from different cultural backgrounds. Critics of the use of standard English question the need to help students enter a society in which standard English is natural, especially when the values of the society are uncertain (Fasold and Wolfram, 1970). Others take the position that all students should know when and how to use standard English, but should also be allowed to retain their original dialect. There is also a growing recognition that present teaching methods and materials may be inadequate to deal with the problems of nonstandard English.

It is important for counselors and teachers alike to recognize the influence of nonstandard dialects spoken by minority students. Differences in dialect and cultural experiences can affect students' performance on tests and determine their academic placement.[14] Tests often contain cultural questions. Although culturally referenced tests have been developed, a culture-free test does not exist.

Summary and Conclusions

In summary, attitudes are important because they predict behavior, can be transferred, tend to be contagious, and susceptible to change in relation to the intensity of feelings or in the information base that supports them.

To change negative attitudes into positive attitudes, it is necessary to provide new information to support the positive attitude and show the dissimilarities between the new situation and previous unpleasant situations, develop a positive attitude because it will influence others, and provide pleasant, rewarding experiences in order to reduce negative feelings.[15]

Priority population students are likely to have personal, social and academic difficulties which result in low success rates in schooling and employment. Teachers and counselors must be sensitive to the individual and group needs of these students. Certain common characteristics deserve particular attention.

Perhaps the most serious disadvantage is the lack of basic academic skills, particularly communication skills. Many times, poor academic skills on the part of disadvantaged students are a result of difficulties in reading and understanding standard English. Difficulty with standard English becomes a major factor in students' ability to perform well on oral and written tests. Poor test results, in turn, may mean that students of normal intelligence are improperly labeled as slow learners and a pattern of academic failure is established.

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[14] Lennon, op. cit., p. 8.

[15] Robert Weisgarber, ed. Vocational Education: Teaching the Handicapped in Regular Classes. The Council for Exceptional Children.

USING CONFERENCES TO HELP MEET STUDENT NEEDS

Increasing student retention is an important by-product of a guidance program...properly delivered, it helps students develop more mature educational and career goals. Retention research has indicated that commitment to educational and career goals is a strong factor in a student's persistence in school.[1] As a tool in achieving student commitment, student conferences are a central feature of the student-teacher/student-counselor relationship.

In addition to facilitating effective academic planning and course scheduling, and dealing with students' progress toward educational goals, the guidance process should be an effective means of perceiving student problems and bringing the student into contact with appropriate institutional or community resources. It is important that this kind of intervention occur before the needs become acute and the tendency to drop out becomes irreversible.[2]

Guidance counseling is a complex activity which should help students realize maximum education benefits. Guidance conselors can accomplish this by:[3]

1. Helping students clarify their values and goals and better understand themselves;
2. Helping students understand the nature and purpose of education;
3. Providing accurate information regarding educational options, requirements, policies and procedures;
4. Helping students plan educational programs consistent with their needs and interests;
5. Assisting students in continually monitoring and evaluating their educational progress;
6. Integrating the available resources of the school to meet students' special education needs and aspirations.

In addition to these responsibilities, guidance staff must also be available to help resolve personal problems, family issues, medical problems, etc. Because the guidance department in most schools is small, counselors must rely on teaching staff to help identify these potential problems.

The rest of this paper will discuss the purposes and potential advantages of student-teacher and student-counselor conferences.

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[1] David S. Crockett. "Academic Advising: A Cornerstone of Student Retention," New Directions for Student Services: Reducing the Dropout Rate. Jossey-Bass, Inc., San Francisco: 1978. p. 30.

[2] Ibid.

[3] Ibid. pp. 29 - 30.

What is a Student Conference?

Conducting conferences is an important part of the teacher's role in helping students to learn, grow and mature. Conferences are held for many different reasons. Some conferences are held primarily to gather data concerning a particular student, others involve talking about vocational decisions, an overdue assignment or a failed test. Sometimes students are seeking help or advice; often they just need someone who will listen.[4]

Most student-teacher conferences involve only one student. However, occasionally several students may get together with a teacher if the students have identified mutual concerns they wish to talk about.

A conference may be impromptu and may take place in the hallway during a chance encounter, but it is preferable that it be carefully planned in advance. This paper will describe the skills you need to:

- Plan effective conferences
- Create a supportive environment and display the kind of attitude that will foster communication and promote useful results
- Help students identify and clarify problems or concerns, consider alternatives, plan possible solutions and start carrying out their plans
- Recognize problems that need to be referred to a trained counselor or other specialist

Where does the role of the teacher end and the guidance counselor begin?

Teachers can expect students to become mature, well-developed individuals if the emotional, physical, vocational or social aspects of their development are properly identified and supported. Through close daily contact with students, teachers have an opportunity to identify and attend to these developmental needs.

An approach that is sensitive, encouraging, warm and honest is usually most successful in helping students meet their needs. These qualities, combined with the ability to direct, instruct and evaluate, can make the teacher both a supportive listener and a guide in solving problems and making decisions. In other words, they can make the teacher a "counselor." There are some important and basic differences between the role assigned to the vocational teacher and that assigned to the counselor, however.

Although the effective vocational **teacher** should be supportive and open, he/she is also expected to take an active role in explaining and making assignments, demonstrating skills, directing activities, exerting authority and making decisions. The good **counselor**, on the other hand, is expected to assume a more passive and non-directive role in dealing with students. If the teacher, acting as counselor, assumes a directive, teaching role rather than a nondirective, counseling role, he or she may tend to overpower the student.

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[4] From NCRVE. "Using Conferences to Help Meet Student Needs," Professional Teacher Education Module Series. Module F-3. Ohio State University, 1977.

As a vocational teacher, you have many opportunities to use conferences. You work closely with students both in the classroom and in the shop. Through frequent informal contacts, you can develop a close, genuine relationship with students that will influence their personal, as well as academic development. From the students' point of view, you are a familiar person who is available when they need help, someone they know and respect.

Conferences with Individual Students[5]

Informal, Impromptu Conferences

These are likely to happen daily. Situations occur when you (or the student) have something specific on your mind that can be said quickly and that probably can be settled without much discussion. You may be bothered by a minor incident in the student's classroom behavior or concerned about an assignment which was missed. You may want to encourage the student to begin a new project or to commend him or her on recent progress. A student may be worried about some lab work, the loss of a shop tool or not being able to understand a technical point.

Many times, informal conferences are simply a way for you and the student to keep in touch with each other and to continue good, friendly relations. The brief, informal conference may take place within the classroom, in the school hallway, in an empty classroom after school or wherever two people can get together for a few minutes to talk.

No extensive preparation is required of either party, and the topic under discussion will probably have a specific and limited focus. It may be extremely informal and not particularly private, but this type of conference is essential in keeping the teaching-learning process going forward smoothly.

Formal, Planned Conferences

There are times, however, when you and the student need to communicate with each other in a much more deliberate and structured manner. If the subject of concern is very personal and sensitive so that privacy is required, a formally arranged conference will probably best serve the purpose.
This type of conference is also best when a good deal of time may be needed to formulate some solutions, or when extensive preparation is necessary to gather information or make plans.

Some Common Conference Situations

Your approach to conducting individual student conferences may vary depending on the nature of the problem or situation being discussed. More common conference situations my include:

- the behavior-related conference called by the teacher to correct unacceptable behavior

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[5] Ibid.

- the student- or teacher-initiated conference to discuss a personal problem

- the student- or teacher-initiated conference to review education or vocational planning or adjustment

Obviously, these are not clearly separate categories. They can, however, help you as you examine your role in counseling students.

The behavior-related conference.--Many teacher-student conferences grow out of an incident or series of incidents which lead to the student's being asked to come in to see the teacher to discuss the situation. Incidents might be related to classroom behavior, completion of assignments or conduct. In such cases, the teacher knows what is to be discussed and can prepare for the conference.

In preparing for this sort of conference, it is important to check the data you have gathered--both formally and informally--about the student. You may discover that additional data is needed before you can conduct the conference effectively. By checking this data, you may identify problems which may be causing, or be related to, the disciplinary or behavior-related problem.

The personal problem conference.--Many teacher-student conferences grow out of a recognition that the student needs help in meeting a personal problem. The problem may involve the student alone, or may involve the student's relationships with others.

If possible, you should review the pertinent student data you have collected in advance of the conference. In many instances, however, the conference will be initiated by the student (e.g., by dropping in after class) and you will not have enough time or information in advance to prepare for the first meeting. Your success here may depend on your previous knowledge of the student and on your counseling skills.

Vocational teachers usually have fewer students than do academic teachers, and work more closely with them on an individual basis for longer periods of the school day. Thus, vocational teachers and their students are often better able to relate to, and communicate with, each other.

The educational or vocational planning and adjustment conference.--Many teacher-student conferences grow out of a recognition that the student needs help (1) on a school-related problem such as improving study habits, or (2) in establishing career goals and taking the steps necessary to prepare for employment or further training. A central task of the planning and adjustment conference is to help the student understand himself/herself in relation to the world of work.

In preparing for the conference, you should first review pertinent data about the student, especially information indicating prior career goals, work experience, and results of interest inventories, aptitude tests, ability tests and achievement tests. You should also locate up-to-date information concerning educational and career opportunities related to the student's vocational area, career goals and ability level. Information available through the guidance office would be extremely helpful here, as well as general career information from the school library or AV center.

Identify people in the community who could talk with the student about specific occupations. If necessary, you should call in the counselor to help interpret test scores and interest inventories to the student and provide a clearer picture of the student's pertinent interests, abilities and needs.

Planning and Conducting Individual Conferences

As we mentioned in the previous section one of the critical elements of a successful conference is the teacher's review and understanding of background information regarding the student. For the impromptu conference, the information may be concerned more with the teacher's day-to-day knowledge of the student and his or her participation in class. With the formal conference, the teacher should allow sufficient time to review pertinent documents, test results, etc., before the scheduled meeting.

The consequences of a formally planned conference may be a bit awesome to the student since the topics being discussed are usually very important. The conference should be conducted carefully and thoughtfully, using techniques known to be effective and helpful.

There are some basic steps you should follow in conducting an individual conference:[6]

- provide for privacy and reasonable freedom from interruption
- arrange the seating so that the setting is informal and arrange for the atmosphere to be comfortable
- use a friendly, but businesslike, approach to establish the conference atmosphere
- help the student feel at ease by talking with him or her for a moment or two about something you know interests the student
- encourage the student to talk about personal concerns by asking appropriate questions by showing interest
- listen attentively, and do not exhibit shock or disapproval at anything that is said
- be understanding and accepting regardless of the nature of the student's difficulties
- do not consider it a weakness if the student fails to look you in the eye or shows intense emotion.

Try not to agree or disagree with the attitudes expressed. Concentrate on how the student feels and on helping him/her discover and face problems. Try to see problems through the student's eyes. When you express your own views be aware that perhaps they are not the only correct way of looking at things. Don't try to identify yourself with the student's problem. Don't tell anecdotes or stories; keep your own experiences out of the picture.

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[6] *Ibid.*

Try not to ask prying questions; what the student has not told you is probably concealed for deliberate reasons, and prying may only put the student on the defensive. Use questions tactfully to help him/her come up with ideas for action or sources of information.

Don't let awkward pauses bother you. These may occur when the student wants to talk about something, but may feel uncomfortable about what to say. The pause may be to give the student time to organize his/her thinking. Don't break such a pause with questioning, but indicate that it is all right to take more time.

If other resources are required, help the student to identify and plan to use them. You may want to make specific suggestions and arrange a personal contact for the student. If referral to a counselor or other specialist is in order, help the student to accept the idea and prepare for it. Never turn the student over to someone else without his/her prior knowledge and approval.

Finally, close the conference on time, or at an appropriate moment. The conference can be closed when the student has finished talking and when some future plans have been made. These factors should be coordinated with the time allowed for the conference. You will need to assure the student that what has been said will be held in strict confidence. On closing the conference, you can extend a friendly word of encouragement and indicate that your door is always open for further help.

Following Up on Conferences

After the conference has ended, you will have some basic follow-up activities to complete. Record what has transpired as soon as possible. Try to distinguish between relevant and irrelevant facts for the record, and separate and label any interpretations you make to distinguish them from the objective data.

Take any action steps you agreed to during the conference. You may need to collect more student data or information to get clearer insight into the situation or contact appropriate resource persons that may help the student. Except in unusual circumstances, contacts with other individuals should not be made without approval of the student.

Evaluate each conference in terms of the effect it has had upon the student. You could structure this evaluation by asking yourself the following kinds of questions.[7]

- Did the student seem satisfied, or seem to be started in a positive direction?
- Did the student show a cooperative, friendly attitude?
- Does the student appear to feel he/she can return at any time?

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[7] Ibid.

- Is the student planning to carry out the plans formulated during or as a result of the conference?
- Is there a change in the student's attitude or behavior which might be attributed to the conference?
- Has the student recommended that others come to you for assistance?

REFERRING STUDENTS TO OTHER PROFESSIONALS

In your contacts with students, you will inevitably come across a problem that requires special help. In these situations, referral to other trained professionals is recommended. Referrals may also be required if your school has definite policies for dealing with a problem which specify the use of persons other than the teacher. Make certain that you are aware of these policies so that you will know when to refer the student, to whom to refer the student and the procedures for doing so.

The Role of the Guidance Counselor

In general, you can refer students to any pupil personnel worker for help with problems related to that person's area of responsibility. Depending on the school level, the following persons can provide students with valuable services.

The guidance counselor is the person students most frequently contact to provide additional help. Counselors are equipped to help students directly with their personal concerns and their educational and career planning needs.

While counselors are not licensed psychologists, they can help students deal with many common personal and emotional problems, talking with students about their interpersonal relationships at home and in school, and about the stresses of daily living. Over time, counselors and students working together can get problems out in the open and can work out solutions to these problems.[1]

Because of their training and experience, counselors are in a much better position than vocational teachers to recognize serious emotional problems in students, and to know what additional professional help is needed.

Counselors can help students understand their present educational progress by interpreting test results and other data for them. If necessary, counselors can arrange for, and administer, further tests (e.g., vocational, interest, aptitude). Counselors also have access to special materials needed by students, and can provide the assistance and materials needed to--[2]

- develop improved study skills
- select appropriate career goals
- locate educational and occupational opportunities
- identify available sources of financial aid for education

The counselor can arrange for a conference involving the counselor, parents, student and/or teacher(s). The counselor's training especially qualifies him or her to conduct such conferences.

Counselors can also assist students indirectly by helping teachers to locate resource materials, identify procedures for working with particular students, understand test results, and identify special tests which should be administered--in other words, helping the teachers to help the students further.

Other Referral Sources Within the School

The school psychologist usually provides diagnostic testing for reading or other learning difficulties, as well as individual psychological examinations and diagnoses. The psychologist can help counsel students who have emotional problems and can refer students to outside community resources for additional or more comprehensive services if necessary.

The school nurse handles medical problems and records. Any hearing, vision, personal hygiene or related probems are usually referred to them. In turn, a nurse may refer the case to other medical professionals for assistance.

The visiting teacher can be used to teach students in the home who have long illnesses or other problems, and can provide contact with outside agencies, including welfare groups, juvenile courts and others concerned with student problems such as pregnancy, drug usage, etc. The visiting teacher often provides a link between home and school through home visits by relaying information, explaining policies and acting as a liaison between home, school and outside agencies.

The attendance worker checks on the whereabouts of students who are absent and works closely with the visiting teachers in making use of outside agencies.

The Referral Process

The referral process consists of the stages and personnel involved in verifying the need of a vocational student for special support services. As shown in the flow chart on the following page, a referral should be made only after the vocational teacher has identified and described the characteristics of the particular student; has met with the student and, in most cases, arrived at a mutually agreed upon decision to act; and has determined that the resolution of the issue or problem requires assistance from some more experienced or expert individual/agency.

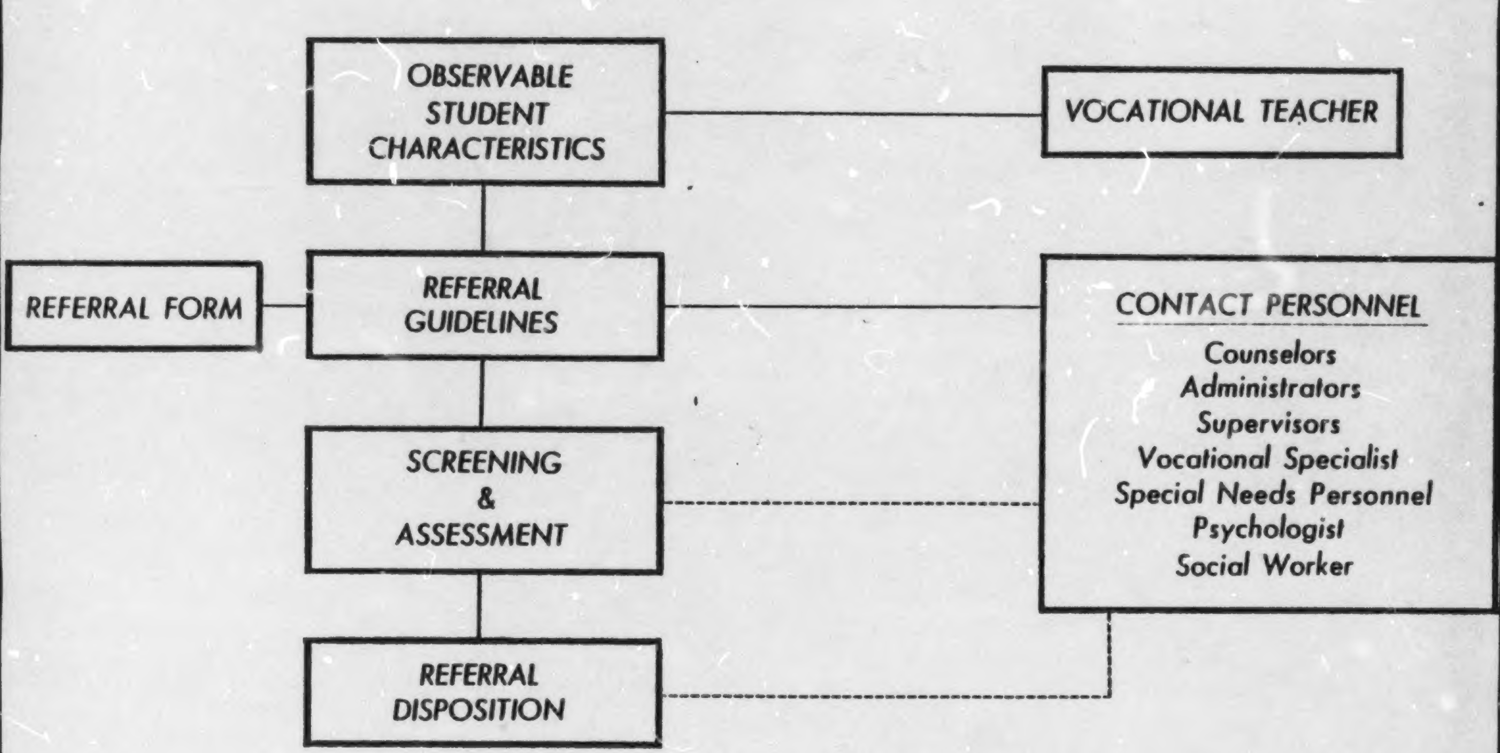
The vocational teacher should identify and use the referral process established for the local education agency (LEA). Occasionally, no guidelines are available. The Maryland State Department of Education has designed referral guidelines that might be helpful in those situations.[3]

Step One: Analyze the referral process and decide what specific student information is necessary. Become familiar with any restriction placed on the referring person (i.e., parental permission).

Step Two: Identify the contact person; this individual may be the guidance counselor, school administrator, vocational education supervisor, vocational resource teacher, a special needs liaison person, an established review committee composed of representatives from the school and district, a school psychologist or a pupil personnel worker.

Step Three: Analyze your school's referral form for completeness. Acceptable referral forms should elicit the following types of information:

REFERRAL PROCESS


OBSERVABLE STUDENT CHARACTERISTICS
VOCATIONAL TEACHER
REFERRAL FORM
REFERRAL GUIDELINES
CONTACT PERSONNEL
Counselors
Administrators
Supervisors
Vocational Specialist
Special Needs Personnel
Psychologist
Social Worker
SCREENING & ASSESSMENT
REFERRAL DISPOSITION

Teaching Disadvantaged Students in Vocational Education: Disadvantaged Learner Referral Process. Department of Industrial Education, University of Maryland and the Division of Vocational-Technical Education, Maryland State Department of Education. 1979.

- Name, address, age, birthdate, sex, school, grade placement and program of student.
- Names, addresses, occupations and phone numbers of parents or guardians.
- Date on which the referral form is submitted.
- Name and title of referring person(s), including teachers, parents and community services personnel.
- Reason for the referral, including a detailed description of the student's specific problem.
- Strengths of the student.
- Special services the student is already receiving.
- Recommendations for special services/programming.
- Name(s) and title(s) of the contact personnel; and
- Disposition of the referral.

The vocational teacher should adhere to the school's guidelines, complete the referral form and route the form to the appropriate contact person. The contact person, in turn, determines the eligibility of the referred student for special services and communicates this information to other appropriate individuals.

Each referred student is screened and assessed using diagnostic tools and techniques. Assessment assists in the determination of the student's eligibility and provides information for program planning and implementation.

After the screening and assessment process, a decision is made about the disposition of the referral. The procedure may include further specialized testing, counseling, parent and teacher conferences or a special instructional plan. In determining appropriate services, consideration should also be given to the approximate length of time that will elapse before action can occur.

Defining Referral Process Terms[4]

Assessment: Evaluation using diagnostic tools and techniques to gather pertinent information on the informational, manipulative and/or attitudinal potential or performance of a student.

Contact person: Person or persons responsible for determining the eligibility of the referred student for special services and for communicating this information to the vocational teacher.

Referral disposition: Results of a referral including the procedure to be followed and the time of implementation.

Referral guidelines: Procedure, contact personnel and forms used in referring students.

Referral process: Stages and personnel involved in assessing and determining the eligibility of vocational students for services.

Screening: Process of selecting or rejecting students for special services based on eligibility criteria.

School and Community Resources

An effective vocational teacher incorporates instructional aids and student support services into the education program. These resources help to bridge the gap between the school and society and make education more understandable to the students. The use of school and community resources capitalizes on the expertise of others, eliminates duplication of services and permits the allocation of funds to areas of "real" need.[5]

Student services may often require inter-disciplinary/interagency involvement. Personnel and agencies must communicate with each other to insure continuity in delivery of the services. This cooperation assists the planning of vocational programs that accomodate individual students goals, envrionmental backgrounds, personality traits, learning styles, academic problems and vocational aptitudes.

Using School Resources

School resources are available from within the educational hierarchy and educational associations. Instructional aides such as print materials, audiovisual media, equipment, demonstrations, speakers, field trips and work experiences may be particularly helpful in enhancing the development of students to a point where they are encouraged to remain in school.

Examples of school support services include classroom assistance, work study coordination, behavior management, diagnostic assessment, therapeutic counseling, motor skill development, instructional consultation, academic tutoring, legislative information and special projects and programs.[6]

School resources can be categorized as (1) school personnel, (2) ancillary personnel and (3) educational hierarchy personnel.[7]

School personnel include the vocational teacher and support persons who may work with the teacher as members of a cooperative team. This team may provide specialized in-class support to students as teacher aides, notetakers and interpreters. They can provide advice and insight about students, programs and instructional resources. In addition to the vocational teacher, school personnel can include:

- Work study and co-op coordinators
- Job placement specialists
- School nurses
- Reading specialists
- Administrators
- Guidance counselors
- Teacher aides
- Diagnosticians
- Academic teachers
- School librarians
- Audiovisual specialists
- Bilingual instructors, counselors and aides

Ancillary personnel are persons who provide specialized support services. These services include assessing the student's vocational and academic needs, therapeutic counseling, developing fine and gross motor coordination and assessing hearing and vision problems. In addition, ancillary personnel provide information about the student's home environment, identify current community support services and help to develop special programs. These specialists treat specific aspects of a problem and can help with student adjustment. Selected ancillary personnel include:

- Special needs personnel
- Occupational therapist
- Physical therapist
- Vision and hearing specialist
- Speech therapist
- Vocational evaluator
- Social worker (pupil personnel worker)
- School psychologist
- Special library service personnel

Educational hierarchy personnel are persons who represent agencies that can provide teachers with information about legislation, instructional techniques, special projects and programs. These personnel help keep the teacher's knowledge current about educational trends, specialized teacher education programs and inservice workshops. Educational hierarchy personnel are in the county school systems, colleges and universities and state and federal education departments. Typical personnel representing this category are:

- Vocational education supervisors
- Resource/Helping teachers
- Teacher educators
- Division of Vocational-Technical Education specialists
- Vocational Curriculum Research and Development Center personnel.
- Vocational Association officials and committee members
- United States Office of Education personnel
- Vocational Education Advisory Council members

Using Community Resources[8]

Community resources are available from sources outside of the school hierarchy and educational associations. The types of instructional aids are similar to the school instructional resources. General types of support services available include academic, economic, employment, health, legal, psychological, safety, social, vocational and physical assistance.

Community resources can make important contributions to vocational programs. Included among the benefits are:

- Supplementing the curriculum and instruction.
- Providing skilled resource persons from many fields.

- Giving students firsthand knowledge of occupational areas.
- Making youth more aware of career opportunities.
- Providing the school with equipment and materials.
- Relating class instruction to the environment and,
- Developing school and community public relations.

Community resources can be divided into four major groups: (1) federal and state agencies; (2) community agencies and organizations; (3) business, industry and labor organizations and (4) citizen and special interest groups.

Federal and state agencies have regional and local offices that can provide support services to students. These services include job training, work experience and placement programs; financial support (i.e., supplemental social security income and public assistance); housing; health; community action; youth programs; employment and consumer information; and legal aid. Selected federal and state agencies are listed below:

FEDERAL AGENCIES

1. Employment & Training Administration of DOL
2. Social Security Administration
3. Community Action Programs (CAPS)
4. Model Cities
5. Department of Health, Education & Welfare (DHEW)
6. Department of Labor (DOL)
7. Department of Defense (DOD)
8. Civil Service Commission (CSC)
9. Government Printing Office GPO)
10. Department of Agriculture

STATE AGENCIES

1. Vocational Rehabilitation
2. State Employment Service (SES)
3. Juvenile Services
4. Department of Corrections
5. Human Resources
6. Family Resources
7. Public Health Agency
8. Mental Health Agency
9. Public Assistance
10. Governor's Committee for Youth Employment
11. Commission on Civil Rights

Community agencies and organizations provide a variety of local services. These services are identified in local directories and by the local administrating agencies: (1) youth recreation; (2) counseling and tutoring; (3) employment and job training; (4) foster care placement and (5) leadership development. Selected agencies could include:

- Chamber of Commerce
- Local Housing Office
- Local Youth Work Programs
- YMCA/YWCA
- Goodwill Industries
- Red Cross
- Opportunities Industrialization Centers (O.I.C.)

- Drug Abuse Centers
- Alcohol Programs

Business, industry and labor organizations provide numerous services: (1) providing sources for field trips, guest speakers, special demonstrations and equipment and materials; (2) sponsoring job training programs and employment opportunities and (3) providing occupational and/or product information.

Citizen and special interest groups can offer unique special services for students and programs: (1) scholarship programs, (2) legal aid, (3) day care, (4) transportation, (5) counseling, (6) food and clothing donations and (7) housing programs. A selected list of these groups follows:

- Lions Clubs
- Kiwanis
- Rotary
- Churches
- Women's Clubs

Certain resources clearly aid instruction, while others provide suppport services to youth. The vocational teacher should now develop an inventory of usable school and community resources.

Developing a Resource Inventory

An inventory of resources is essential for program planning and implementation. This section offers suggestions for developing a concise but informative inventory of school and community resources.

Who will develop the inventory?

The first step involves determining who will participate in developing the inventory. An individual teacher, a group of occupationally related teachers or a group of individuals representing various instructional disciplines within the school may conduct the survey of possible resources. A group with similar occupational interests may record career related resources, while an interdisciplinary team may be needed to develop a comprehensive inventory of resources usable within the entire school.

Develop inventory form

The second step is to develop a resource inventory form. The resource inventory should be divided into school and community sections. These sections may be further divided into sources related to instruction and supportive services for the disadvantaged vocational learners.

Identify resources

The third step involves identifying possible school and community resources. Information may be collected from existing educational resource lists, occupational and community directories and various school and community groups.

Additional information is available in the Yellow Pages, trade and technical journals and professional education journals. Groups such as the vocational advisory committees, parent-teacher associations, student government associations, local business associations and local trade councils can also be helpful.

Conduct resource survey

The fourth step involves conducting a school and community survey of the agencies, organizations and businesses that are applicable to a student and/or program. The following information should be gathered:

- Contact person(s)
- Title/responsibilities
- Business/agency
- Address
- Phone number(s)
- Description of services
- Degree of interest in working with school
- Type of community resource
- Procedure for providing supportive services (i.e., referrral procedure and eligibility criteria).

This information may be gathered by questionnaire, interview or a combination of techniques. A questionnaire may be sent along with a cover letter and a self-addressed stamped envelope by mail to organizations having possible resources. The contact person should be asked to respond to the questions and return the questionnaire. An interview may be conducted by telephoning or visiting the contact person and recording the information on the form.

Record information

The fifth step is to record the gathered information onto resource file cards. Prepare a resource file card for each resource that indicates an interest and that demonstrates applicability to the program and student population. These cards make up a resource inventory. Each time a specific resource is used, write evaluative comments on the back of the file card.

Although development of a resource inventory may be time-consuming, the improved efficiency and services to assist the disadvantaged learners will be worth the effort.

Community Survey Form [9]

Name of Agency/Organization: ______________________________
Address of Agency: ______________________ Phone: __________
Contact Person 1: ______________________________
Title/Responsibility: ______________________ Extension: __________
Office Hours: ______________________ Extension: __________

Contact Person 2: ______________________________
Title/Responsibility: ______________________________
Office Hours: ______________________ Extension: __________

Description of Agency/
Business Functions: ______________________________
____
____

Are you interested in working with the school program? _____Yes
_____No

Under what circumstances? (Check resources that are applicable).

___audiovisual materials
___employment of students
___field trip
___guest speaker
___job orientation
___job training
___loaning of equipment
___participation in Career Day
___print materials
___special demonstration
___other ______________
____

Describe specific instructional aids(s).
____
____
____
____

For agencies providing individual student support services, state briefly:

1. What type of support services is provided? ______________
____
____
____
2. What is the student referral process? ______________
____
____
____
3. What is the eligibility criteria for services? ______________
____
____
4. How much school related support is required? ______________
____
5. Duration of services. ______________

SCHOOL AND COMMUNITY RESOURCES

Directions: Cut out the master and reproduce the image on 5" X 8" cards. Complete one card for each school resource. Use the data collected from sources such as school services survey, school directories and supervisory recommendations.

SCHOOL RESOURCE

Contact Person______________________________Title/Responsibility____________

Department/Location____ Phone____________

Type of Instructional Aid:

___Audiovisual media
___Demonstrations
___Equipment
___Field trip

___Print materials
___Speaker
___Work experience
___Other (specify)____________________

Specific Description of Instructional Aid: ____________________

____

__Academic tutoring
__Behavior management
__Diagnostic assessment
__Instructional consultation
__Language interpretation

__Legislative information
__Motor skill development
__Special projects and programs
__Teacher aide
__Therapeutic counseling

__Work study coordination
__Other (Specify)
____
____

Specific Description of Support Service:____________________________

____

____

(Place evaluative comments of resource on back.)

SCHOOL AND COMMUNITY RESOURCES

Directions: Cut out the master and reproduce the image on 5" X 8" cards. Complete one card for each community resource. Use the data collected on the Community Survey Form.

COMMUNITY RESOURCE

Agency/Organization ______________________________ Phone __________

Address ____

Contact Person ______________ Title/Responsibility ________ Office Hrs. ____

Type of Instructional Aid:

___Audiovisual materials
___Demonstrations
___Equipment
___Field trip
___Print materials
___Speaker
___Work experience
___Other (specify) __________

____

Specific Description of Instructional Aid: ______________________________

____

____

Type of Support Service:

___Academic
___Economic
___Employment
___Health
___Legal
___Physical
___Psychological
___Safety
___Social
___Vocational
___Other (specify) __________

____

Specific Description of Support Service: ______________________________

____

____

(Place evaluative comments of resource on back.)

FOOTNOTES: REFERRING STUDENTS

[1] NCRVE. *Use Conferences to Help Meet Student Needs*. Module F-3. *Professional Teacher Education Module Series.* Ohio State University. 1977.

[2] Ibid.

[3] Maryland State Department of Education. *Teaching Disadvantaged Students Vocationa Education: Disadvantaged Learner Referral Process*. Baltimore, MD: 1979. p. 4.

[4] *Ibid*. p. 3.

[5] *Ibid*. p. 4.

[6] *Ibid*.

[7] *Ibid*. pp. 4-5.

[8] *Ibid*. pp. 5-7.

[9] *Ibid*. p. 12.

[10] *Ibid*. pp. 23-24.

BIBLIOGRAPHY: RETENTION

There is apparently a great deal of literature available on every aspect of vocational education and the participation of particular student populations in voc-tech programs. However, specific information about effective retention strategies was difficult to find and often involved hunting for one chapter in a study on sex equity, a few paragraphs in an in-service training manual or an idea briefly described in a professional journal.

These data, gleaned from the reports and surveys of school systems across the country, were supported by interviews with local guidance counselors, instructors and administrators.

The result is a bibliography which is intended to provide you with more information about the current trends in student retention, insights into the barriers facing the educational success of priority population students and resources for increasing your capacity to create the kind of learning environment and retention program that is responsive to the needs and interests of all students.

The major resources for securing copies of the publications were the Massachusetts Vocational Curriculum Resource Center in Lexington and the ERIC Clearinghouse/National Center for Research in Vocational Education at Ohio State University. Wherever possible, the citations in this bibliography will include MVCRC and/or ERIC reference numbers.

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Describes procedures for identifying and prescribing for special needs students and for delivering supportive services. Sections focus specifically on instructional support services, guidance and counseling, and identification of job opportunities and job placement. These issues are discussed vis-a-vis the role of the vocational instructor. This may be a useful model to consider in developing in-serv ice package.

Guidance Needs of Special Populations, Thelma C. Lennon

Presents models for counseling students from different cultural backgrounds recognizing that different cultures have unique problems in relation to cultural majority.

Implications for project:

- describes characteristics of special populations
- models for counseling special populations
- provides exemplary approaches
- recommends guidelines for meeting guidance needs of special populations

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